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ABSTRACT

Each year, in order to determine the factors that influence student attrition, Vancouver Community College (VCC) selectively surveys former students who dropped out (discontinuants) of occupational programs on VCC's three main campuses. Former students were surveyed regarding their personal characteristics, main goals for coming to VCC, activities at the time of the survey, factors affecting unemployment, job search methods, relationship of employment to training, educational plans, rating of VCC training, and factors affecting attrition. In the 1991 follow-up, 1,215 discontinuants were surveyed. Major study findings, based on a 30% response rate, included the following: (1) 52% of the discontinuants identified "course content not as expected" as a major factor in their decision to withdraw from the occupational programs at VCC; (2) 52% claimed that the quality of instruction was a decisive reason for dropping out; (3) more than 42% of the respondents across all occupational programs held the opinion that the amount of practical experience in their programs was too small; (4) about 40% said that their instructors seldom made themselves available to students; (5) 30% expressed a desire for more open class discussion in their programs; (6) more than one-third felt that their study space was insufficient; and (7) one-half wished that their programs had offered more opportunities to visit work situations in the community. (JMC)

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# Vancouver Community College
# 1991 Discontinuant Follow-up
# Outcomes Report
# (Occupational Programs)

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## Highlights

* More than half of the discontinuant students identified "course content not expected" as a major factor affecting their decision to withdraw from the occupational programs at the College.

* The majority of the respondents claimed that the quality of instruction was a decisive reason for dropping out of their programs.

* More than 42 percent of the respondents across all occupational programs held the opinion that the amount of practical experience in their programs was too small.

* About 40 percent of the respondents believed that their instructors seldom made themselves available to students.

* Thirty percent of the respondents expressed a wish for more open class discussion in their programs.

* Almost 40 percent of the respondents reported to have experienced equipment shortage in their programs.

* More than one-third of the respondents felt that their study space was far from sufficient.

* Half of the respondents wished that more opportunities had had been incorporated in their programs to visit work situations in the community.

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# 1991 Discontinuant Follow-up Outcomes Report
## (Career, Technical and Vocational Programs)

## Introduction

Results from educational research in the United States for the past forty years showed that only half of the students who entered post-secondary institutions completed their programs (Morgan, 1974; Summerskill, 1962; Terenzini et al, 1985). It is difficult to determine if the same holds true in Canada, mainly because of the lack of nation-wide studies on the topic. At Vancouver Community College, special efforts have been made to collect information from dropouts as well as graduates. Each year, in order to determine the factors for student attrition, the College selectively surveys its former students who dropped out from the occupational programs on the three main campuses. For the last five years, the overall student attrition rate at the College has been around 23 percent, much lower than the reported U.S. norm. However, the seemingly low student attrition rate at the College could be due to the fact that the occupational programs at the College are generally shorter than the programs on which the U.S. norm was based. The current report presents the findings from the 1991 discontinuant follow-up survey, which covered former students who dropped out of the College's occupational programs during the period of July 1 of 1989 through June 30 of 1990 inclusive.

The purpose of this report is to provide administrators, faculty and staff with key information for program planning, program review and curriculum development. This report was not designed to tell the College's success in preparing students for employment, which has already been documented by the Graduate Follow-up Report and the Post-Graduation Activity Report. Rather, this report was designed to explore the factors that affected former students' decision to withdraw from the College's occupational programs. It is hoped that knowing what has contributed to student attrition will provide administrators, faculty and staff with a better understanding of discontinuants, and thereby help reduce the student attrition rate through more appropriate program design, better curriculum planning and remedial instruction.

This report is organized into three parts. The first part deals with respondents' background information. As in the Graduate Follow-up Outcomes Report, five demographic variables were examined. These variables are age, source of financial support, previous training-related experience, residence area, and gender. Examining these variables provides a general idea of a typical 1989-1990 dropout from the occupational programs.

The second part presents an overview of the 1991 survey findings. The emphasis is on a general analysis of the survey results. Responses to each survey item are analyzed in comparison with graduates. Longitudinal comparisons of the 1991 survey results are also made with the findings from surveys of the previous four years.

The third part of the report examines the major factors that influenced former students' decision to discontinue their studies at the College. These factors are examined in detail by major program area. Comments and suggestions are offered accordingly.

# Part I: 1989-1990 Discontinuant Students

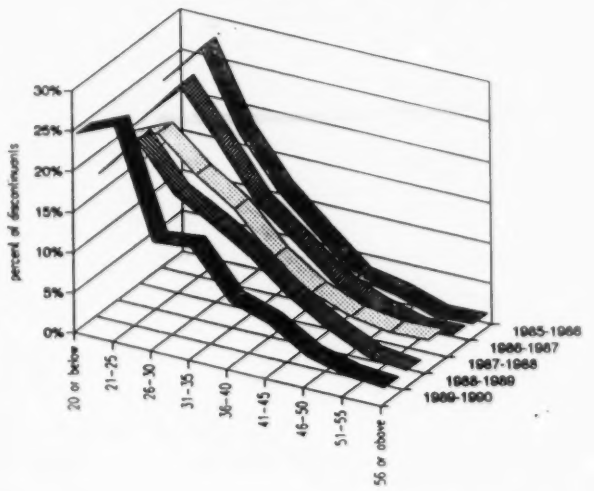
## Number of Respondents and Response Rate

In the 1991 follow-up survey, a total of 1,215 discontinuants were surveyed. The survey procedure for discontinuant students was much the same as for the graduates. Typically, when a student drops out of an occupational program, the standard Discontinuant Follow-up Survey Questionnaire is sent out with a cover letter explaining the purpose and importance of the survey. If the questionnaire is not returned in three weeks by the student, a letter is mailed out to remind the student of the survey. For those who do not respond after the two rounds of mailing, a telephone interview is conducted. Generally speaking, addresses of discontinuant students tend to change after they withdraw from the College. Because of address changes, response rates of discontinuant students are usually slightly lower than those of graduates. For the 1989-1990 survey year, thirty percent of the discontinuants responded to the survey.

## Age Range

The age distribution of discontinuants is very similar to that of graduates. Over the previous four years, the largest group of VCC discontinuants had been aged between 21 and 25. This trend continued. Twenty-six percent (26.4%) of the 1989-1990 dropouts, the largest age group, were aged between 21 to 25. The second largest age group of the 1989-1990 discontinuant students was formed by dropouts aged 20 and below. These two age groups accounted for more than half of the 1989-1990 dropouts. In comparison, more than half of the 1989-1990 graduates aged between 21 and 30. While further study is needed to examine other factors affecting student attrition, the age frequency distribution suggests that younger students are more likely to drop out of VCC occupational programs than older students. Chart 1 displays the trend of age range of the occupational discontinuants for the past five years.

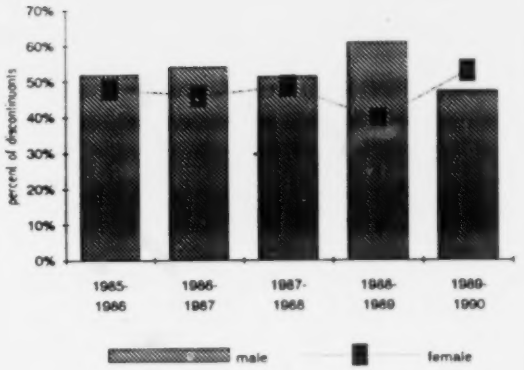
Chart 1: Trand of Age Range in Five years



### Gender

For the first time in five years, more women than men dropped out of the College's occupational programs. In the 1989-1990 survey year, fifty-three percent of female students discontinued their occupational training at VCC.* In comparison, forty-seven percent of male students withdrew from the same programs. However, this reverse gender rate in discontinuants is consistent with the general enrollment pattern at the College. More and more women are enrolling in the College's occupational programs. In 1989-1990 survey year, female studens consisted of 52 percent of the total enrollment in the College's occupational programs. Chart 2 presents the gender trend over the last five years.

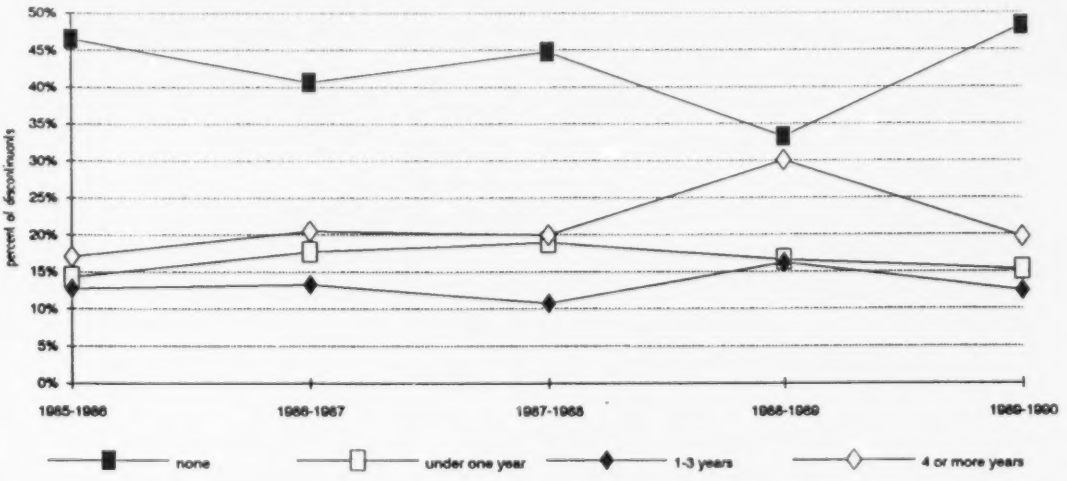
**Chart 2: Gender Trend in Five Years**




### Training Related Work Experience

If one were to make any prediction of dropout rate based on the amount of work related experience alone, it would be expected that those who had work related experience before VCC training would be more likely to withdraw from a training program because they might already have the skills taught in the class. This scenario, however, turned out to be false. Nearly half of the 1989-1990 dropouts from the occupational programs (48.2%) had no work related experience prior to coming to the College. In contrast, less than twelve percent of the dropouts had one to three years of training related experience. Please see Chart 3 for a five-year comparison of dropout rates by work related experience.

**Chart 3: Training Related Experience before Coming to VCC, A Five-Year Comparison**




* A survey year covers the students who discontinued their studies between July 1 and June 30, inclusively.

### Distribution of Residence

Since a large number of VCC students are from Vancouver (34.5%), it is not surprising that the largest number of the 1989-1990 discontinuants (36.5%) were from Vancouver. Within Vancouver, the 1989-1990 dropouts were more or less evenly distributed. This has been the trend in the last five years except for the 1985-1986 survey year, in which proportionally fewer discontinuants than completers were from Vancouver. Chart 4 displays the distribution of residence in general; Chart 5 shows the details of the distribution of residence within Vancouver.

**Chart 4: Distribution of Residence (Discontinuants) - General, a Five-Year Comparison**

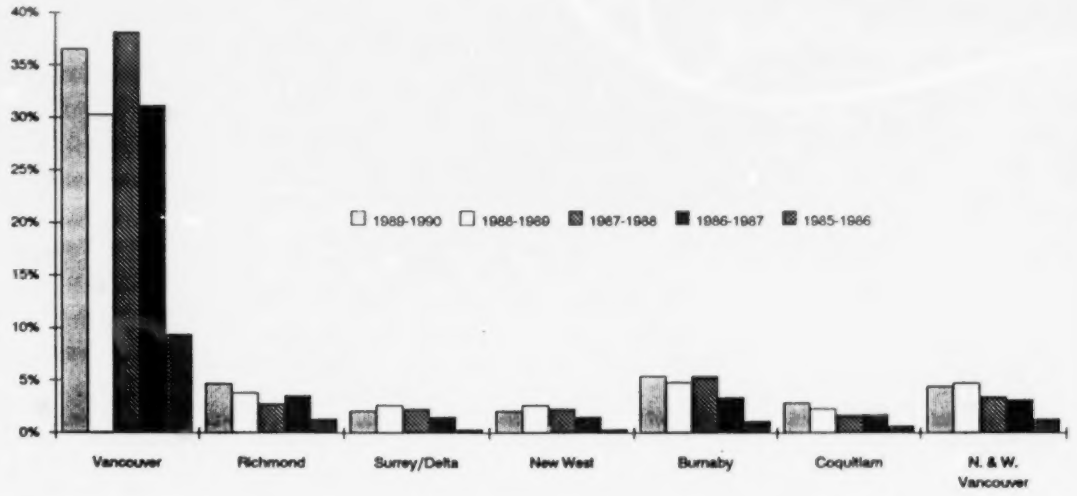
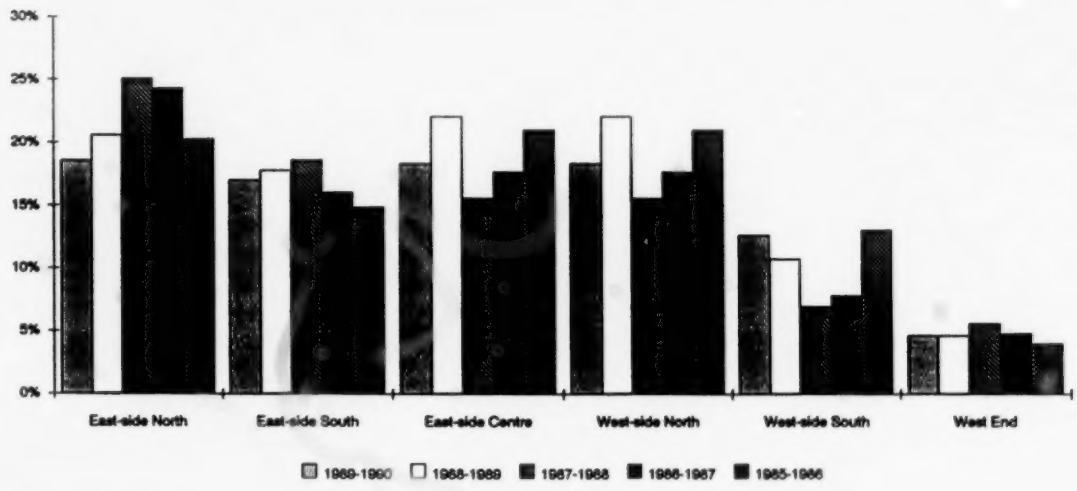


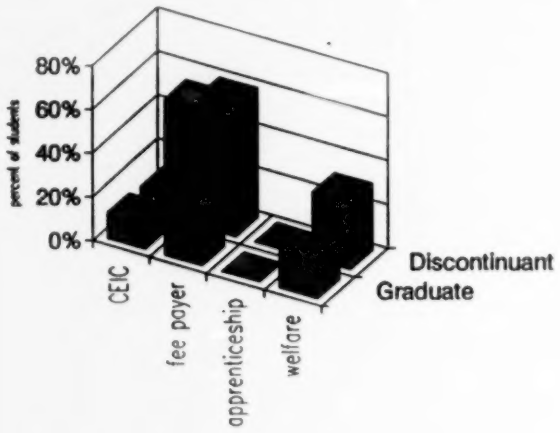

**Chart 5: Distribution of Residence (Discontinuants) - Vancouver, a Five-Year Comparison**



**Financial Reasons for Withdrawal**

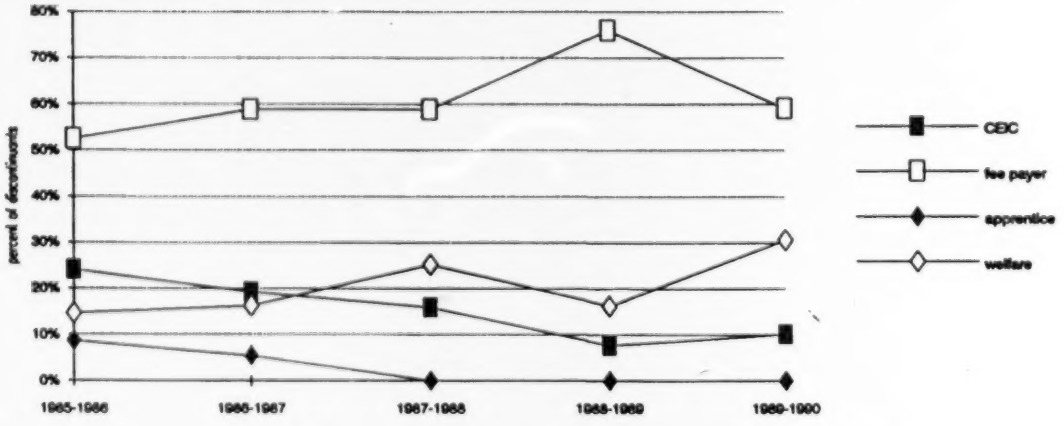
In the student follow-up literature, financial source has been identified as an important factor affecting attrition. In most cases, the more stable the financial support, the less likely the student will drop out of their studies. Given the findings in the literature, one would expect that students with government agency sponsorship would be more likely to stay in their training programs than self-supported students. This, however, was not the case. Despite rising tuition and other training-related expenses, proportionally more self-supported students than government sponsored students completed the College's occupational programs. Thus, it follows that financial source did not seem to be a significant factor for student attrition, at least not for the occupational students at VCC. To illustrate the point, a contrast of the 1989-1990 graduates and discontinuants is presented in Chart 6.

**Chart 6: A Comparison of Financial Source, 1989-1990 Occupational Graduates vs. Dropouts**




However, the reader should be aware that the information and analysis presented here only applies to students at the City Centre and on the King Edward Campus. The same information was not available for Langara occupational students. Over the last five years, this trend has been stable. A longitudinal comparison of the findings over the last five years is shown in Chart 7.

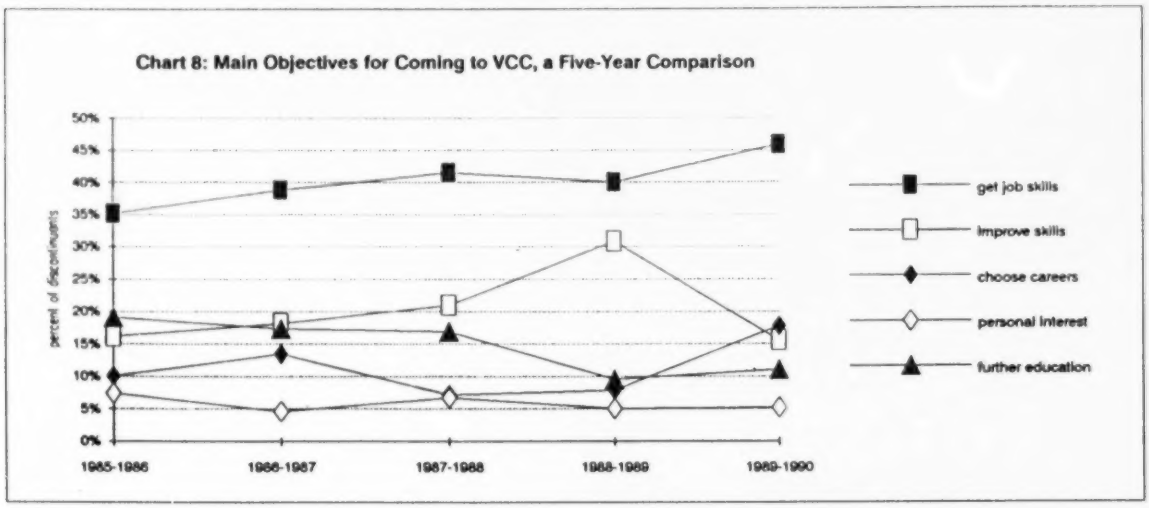
**Chart 7: Financial Source, a Five-Year Comparison (City Centre and KEC Dropouts Only)**



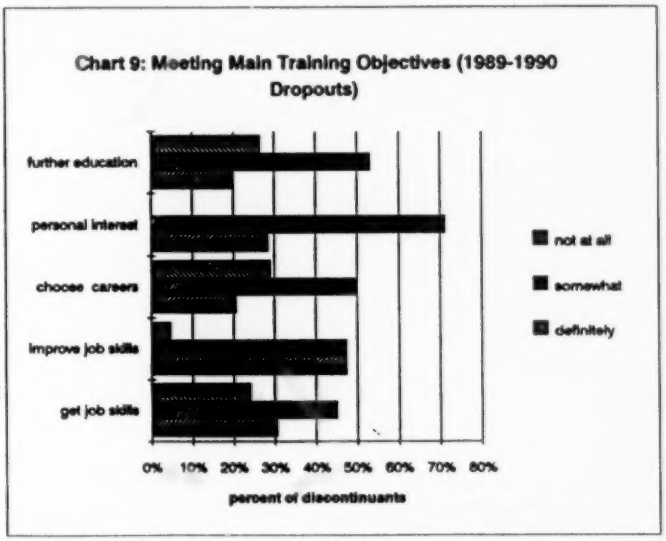
## Part II: Overall Survey Results

### Main Goals for Coming to VCC Occupational Programs

While the largest group of the 1989-1990 discontinuants, as well as graduates, enrolled in the College's occupational programs to obtain employment skills, the percent of the 1989-1990 occupational discontinuants (45.9%) was proportionally smaller than that of the 1989-1990 graduates (56.9%). On the other hand, proportionally more 1989-1990 discontinuants (17.8%) came to the College for choosing a career than the 1989-1990 occupational graduates (11.3%). Thus, it appears that students who came to the College's occupational programs with the hope of choosing a career were more likely to drop out than students coming to the College for obtaining employment skills. These relationships have remained reasonably stable in the last five years. Chart 8 displays a comparison of these statistics over the past five years.




Regarding the extend to which the College helped the students realize their goals, barely thirty percent (29.6%) of the 1989-1990 discontinuants felt that their main objectives were met by the College's occupational training programs, much smaller than that (57.4%) of the 1989-1990 graduates. On the other hand, as expected, proportionally more discontinuant students (22.2%) than graduates (8.0%) felt that their main objectives for coming to the College were not at all fulfilled. Chart 9 shows the extent to which the College had helped the discontinuants meet their training objectives.



**Main Activity at the Time of the Survey**

One of the important differences between those who completed occupational training programs and those who did not is their unemployment rate. At the time of the survey, more than fifteen percent (15.2%) of the discontinuants were unemployed and looking for jobs. In comparison, less than seven percent (6.8%) of the occupational graduates were in the same category. This suggests that those who had gone through occupational training programs had an advantage over those who did not complete the programs in obtaining employment. Longitudinally, over the past five years, occupational dropouts consistently fell short when it came to obtaining jobs. The largest number of the 1989-1990 discontinuants held full-time jobs (39.9%), followed by those who, one way or another, took some training or studies (20.1%). About four percent of the 1989-1990 occupational discontinuants (4.3%), mostly women, stayed at home, full-time house-keeping. Charts 10 and 11 provide a longitudinal view of main activities of the discontinuants over five years.

**Chart 10: Main Activity (Discontinuants), Trends in Five Years (1)**

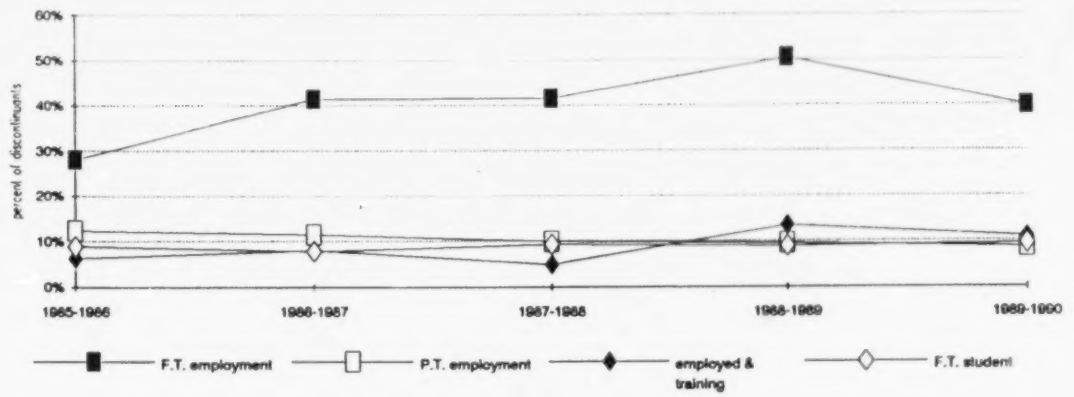
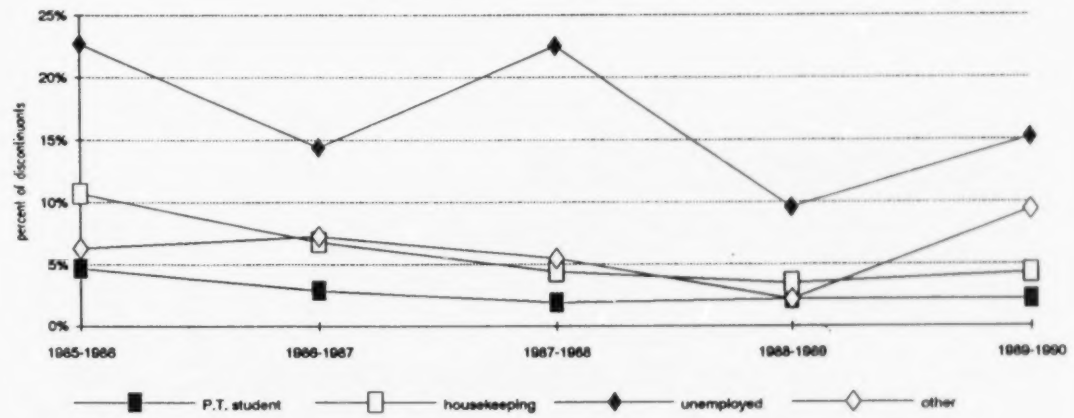



**Chart 11: Main Activity (Discontinuants), Trends in Five Years (2)**



### Looking for Training Related Jobs

Because dropouts did not complete their training at the College and hence were less prepared for employment in their trained fields, it is expected that they were less likely to look for training related jobs. This proved to be true for the 1989-1990 discontinuants. Only fifty-five percent of the discontinuant students reported to have looked for training related jobs. In contrast, as high as eighty-nine percent of the 1989-1990 graduates sought training related employment. The difference between graduates and discontinuants in seeking training-related jobs remained little changed over the last five years. Chart 12 shows the five-year trend.

**Chart 12: Discontinuants Looking for Training Related Work, a Five-Year Trend**

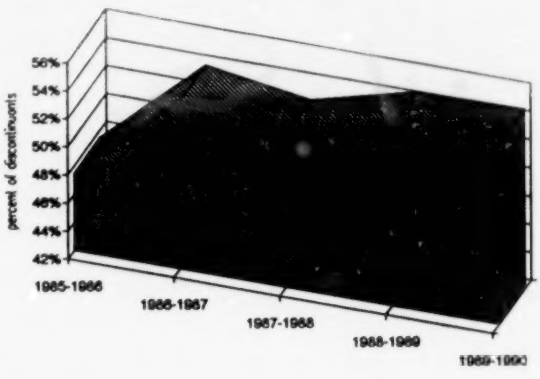
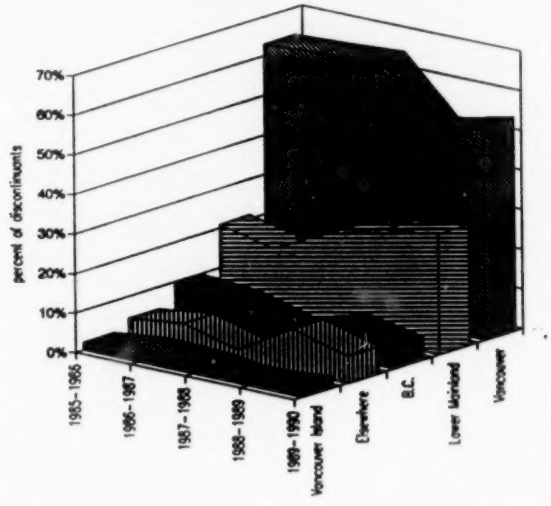



**Chart 13: Desired Employment Location of Discontinuants, a Five Year Trend**




### Desired Employment Location

Much like 1989-1990 occupational graduates, more than half (53.9%) of the 1989-1990 discontinuants sought employment in Vancouver. Longitudinally, however, the percentages of discontinuants who looked for employment in Vancouver has been dropping. On the other hand, the percent of the discontinuants who extended their search for employment to the Lower Mainland has increased. This implies that employment opportunities in the Lower Mainland increased. In addition, this also suggests that more and more occupational discontinuants, like graduates, were willing to move out of Vancouver to take employment. Nevertheless, all in all, the majority of the occupational discontinuants, as well as the graduates, still limited their search for jobs to the Lower Mainland. Only a small fraction of them were willing to go out of the Lower Mainland for employment. The general trend of search for employment in the last five years is displayed in Chart 14 on the following page.

**Major Factors for Unemployment**

Compared with the graduates, proportionally more 1989-1990 discontinuants (24.6%) claimed that needing more training was a major factor for not being able to obtain employment. In fact, in the last five years, consistently more discontinuants than graduates identified needing more training or education as the most important reason related to their unemployment. This is not surprising, since discontinuants had less training than graduates. This also shows the difference between having training and not having training. As a further implication of this difference, proportionally more discontinuants (12.3%) than graduates (7.2%) could not find either training related employment or non-traning related employment. Other factors reported by the 1989-1990 discontinuants as responsible for unemployment were low pay (8.8%) and lack of required trade licences or certificates (3.3%). Chart 14 shows the major factors for unemployment reported by the 1989-1990 dropouts, and Chart 15 displays a five-year comparison of the percentages of graduates and discontinuants who identified lack of training as a major factor for unemployment.

**Chart 14: Major Factors for Unemployment, 1989-1990 Dropouts**

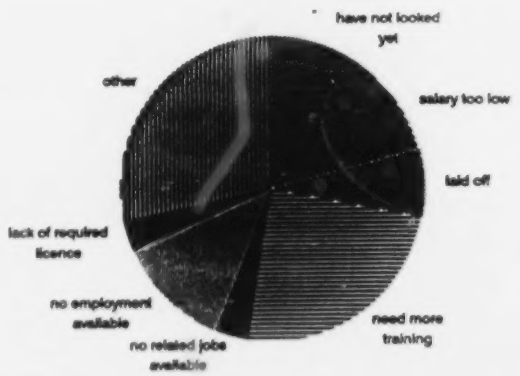
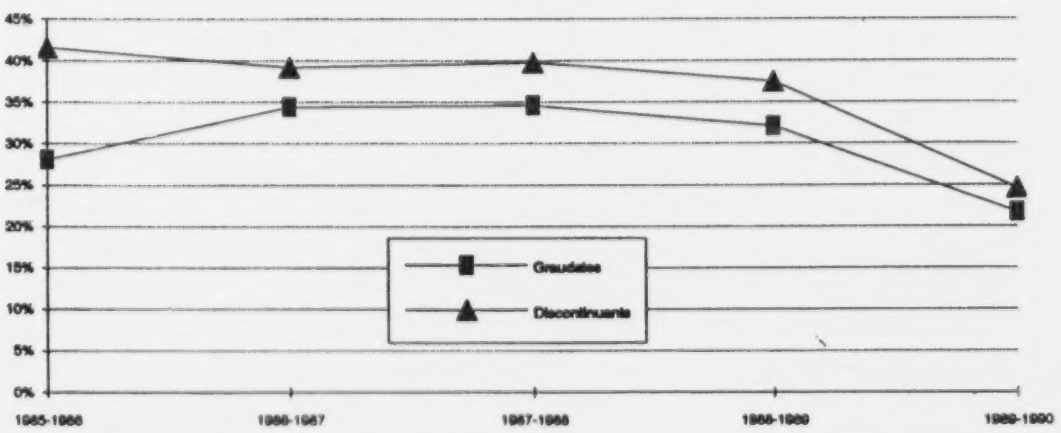


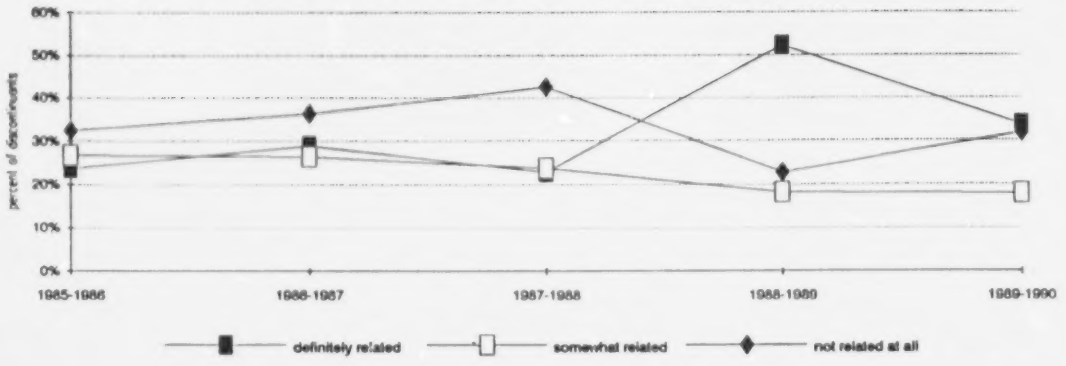

**Chart 15: Unemployment due to Lack of Training, a Five-Year Comparison of Graduates and Discontinuants**



**Training Related Employment**

Although the 1989-1990 discontinuants failed to complete their training programs at the College, more than one-third of them (33.6%) managed to get a job definitely related to their training. Only thirty-two percent of them (31.8%) held jobs not at all related to their training. Here, once again, having training, though uncompleted, appeared to have affected the discontinuants' desicion on employment fields. This trend remained little changed in the last five years. Chart 16 displays the percentages of the training related employment of occupational discontinuants over the last five years.

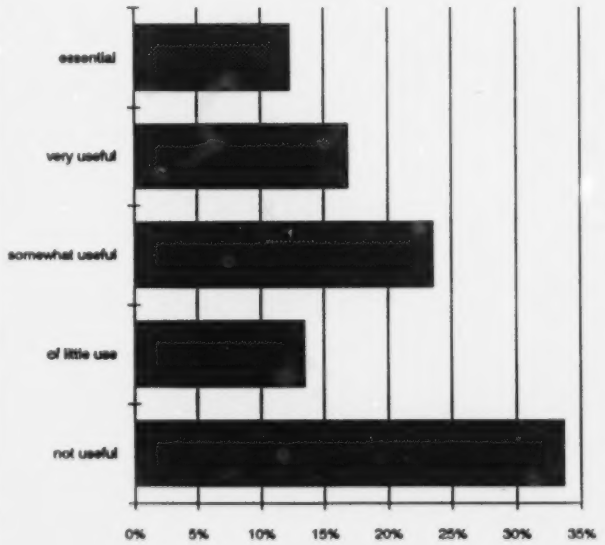
**Chart 16: How Employment is Related to Training, Trend in Five Years for Dropouts**




**Usefulness of VCC Training for Obtaining Employment**

As expected, fewer 1989-1990 discontinuant students gave VCC training the credit for obtaining employment than did graduates. More than one-third of the 1989-1990 discontinuants held the opinion that their VCC training did not help them obtain employment. Only about twelve percent of them believed that VCC training was essential to them for finding jobs. These findings are not surprising. After all, the training these people received was incomplete and therefore was less useful for obtaining employment. While it is difficult to determine whether the ratings of VCC training given by the discontinuants were unbiased, it is clear that the discontinuants were not very satisfied with their training. This might be the reason they discontinued their training at the College. Chart 17 shows the ratings of usefulness of VCC training for obtaining employment by the 1989-1990 discontinuants.

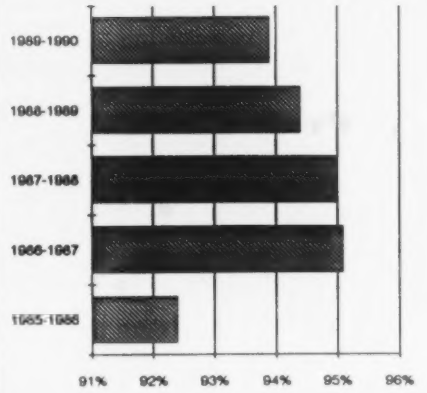
**Chart 17: Usefulness of VCC Training for Obtaining Employment, 1989-1990 Discontinuants**



### How discontinuants Found Employment

Unlike the occupational graduates who found employment through various channels, nearly all 1989-1990 discontinuant students (93.9%) obtained employment by resuming their previous jobs after dropping out of the occupational programs at the College. Over the last five years, this trend has been steady. Virtually, all occupational discontinuants went back to their previous jobs after terminating their training. For these students, finding employment was not the objective of their training. Their objective of taking the training was to improve job skills and learn new knowledge rather than attain a training diploma or certificate. Because they already had work experience and therefore did not need the training for employment, they were less likely to find the training programs helpful than those who had no previous work experience, and hence would discontinue their training when they met their goals for the training. Chart 18 shows the trend in the past five years.

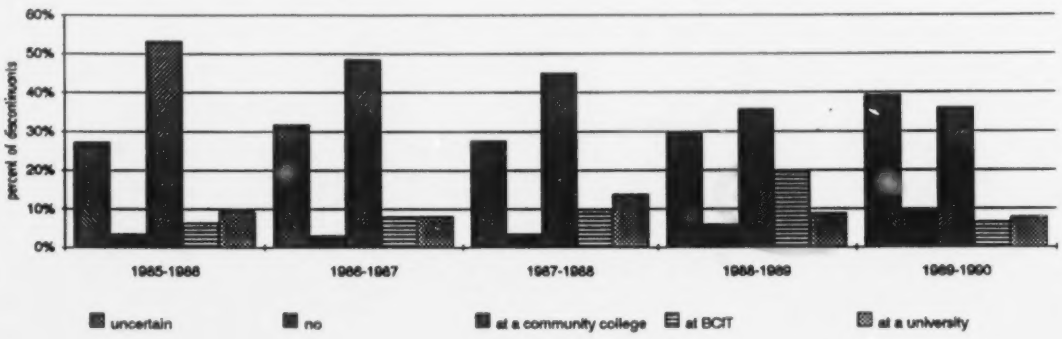
**Chart 18: Percentage of Discontinuants Found Employment by Resuming Their Previous Jobs, a Five-Year Comparison**

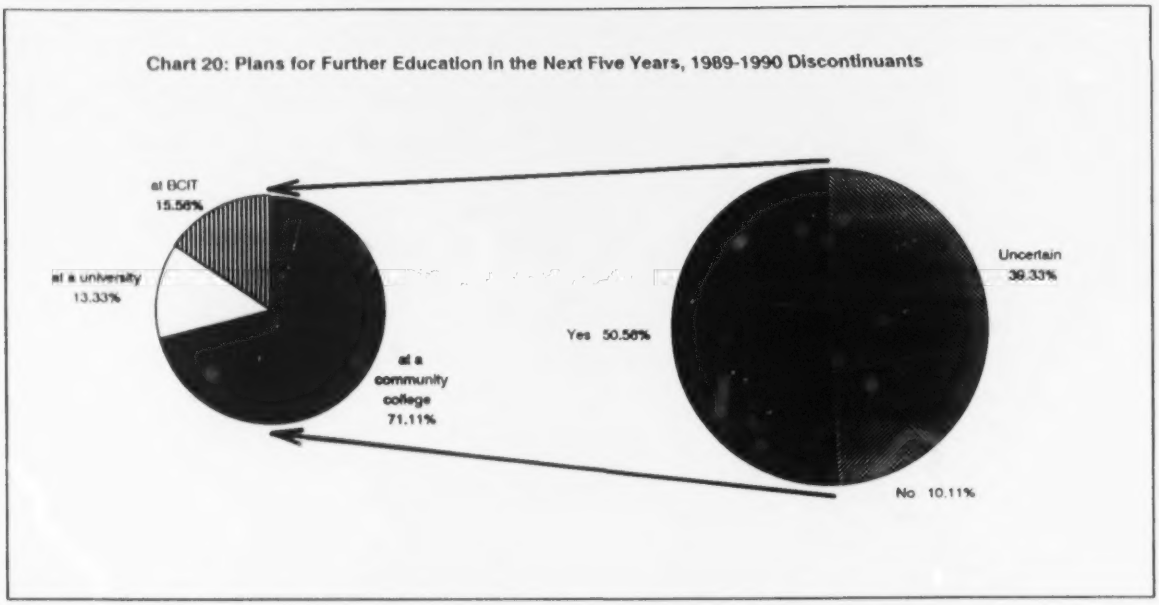



### Plans for Further Education in the Next Five Years

While for various reasons they all dropped out of the occupational programs at one time or another, more than half of the 1989-1990 discontinuant respondents (50.6%) planned to take more education or training in the next five years. Only ten percent of the respondents (10.1%) indicated that they would definitely not take more education or training in the next five years. About forty percent (39.3%) of the discontinuants were uncertain about taking further training or education. For those who had decided to take more education in the next five years, the majority (71.1%) stated that they would go to a community college. Assuming that these people will stay in and around Vancouver, it is expected that more than one-third (36.0%) of the 1989-1990 discontinuants will return to the College for training or education in the next five years. However, it is difficult to determine whether these people will go back to the same training programs or take training in a new field. Over the last five years, this trend has been steady. Chart 19 shows these statistics in the last five years; Chart 20 displays the 1989-1990 statistics specifically.

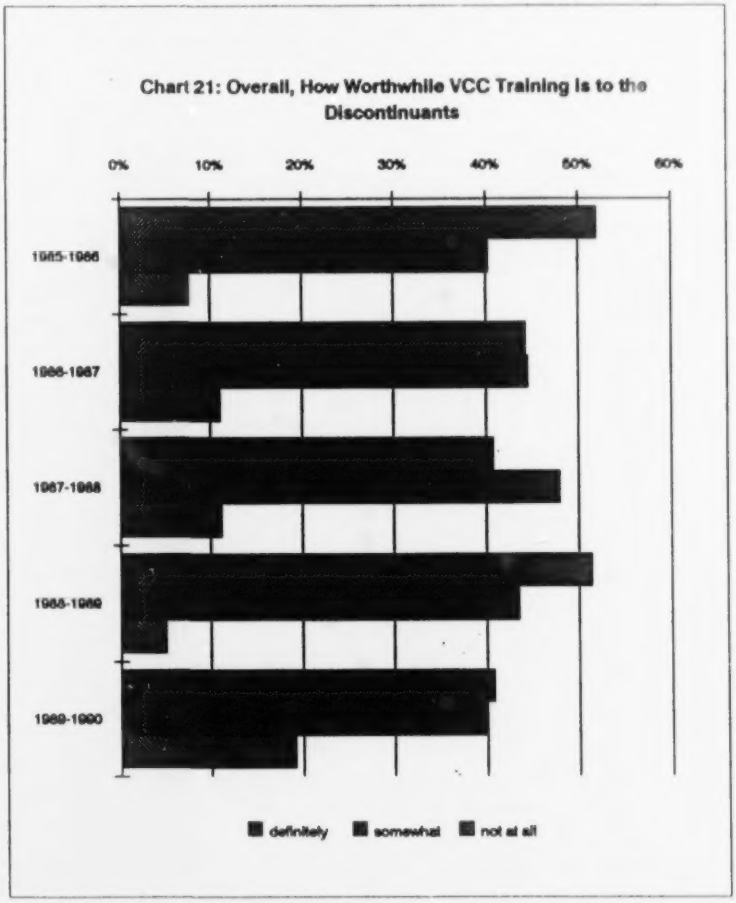
**Chart 19: Plans for Further Education in the Next Five Years, a Five-Year Comparison**






**Overall Rating of VCC Training**

When it comes to the overall rating of VCC training, it is expected that the ratings from the discontinuants would be lower than those from the graduates, because discontinuants must have been less satisfied with the training to drop out. Quite as expected, only about forty-one percent of the 1989-1990 discontinuants felt that their training at the College was definitely worthwhile. In comparison, as high as seventy-two percent of the 1989-1990 graduates held the same opinion. This difference has been consistent in the last five years. Chart 21 shows a five-year trend of the discontinuants' rating of the College overall training programs.



## Part III: Factors Affecting Student Attrition

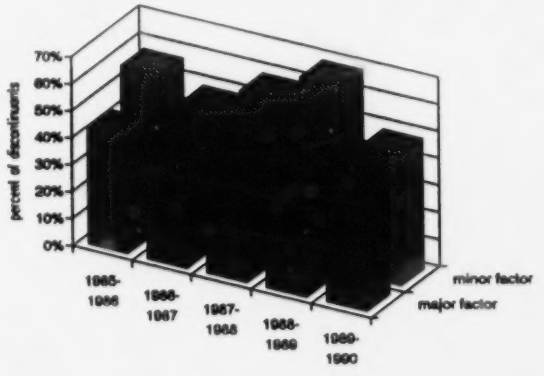
In the early 1980's when the discontinuant follow-up survey questionnaire was designed, nineteen variables were identified as factors related to student attrition. These nineteen variables were then incorporated in the questionnaire. In the following years, each time the questionnaire was administrated, the respondents were asked to rate these factors as major or minor reasons for their withdrawal from their training programs. In this part of the report, the responses to these nineteen questions were analyzed. Because the number of discontinuants who responded to these nineteen questions was so small that it is impossible to present valid findings by program, the responses were aggregated and presented with the entire college as the unit of analysis. In so doing, the findings from the responses to these nineteen questions apply to the College in general rather than to a program or program area in particular. Therefore, the reader should use caution when generalizing the findings to a specific program or program area. Specific findings of major program areas are presented in the latter part of this section.

Of the nineteen factors identified in the early 1980's as main reasons for student attrition, only two remained to be identified as major reasons for terminating studies at VCC by the 1989-1990 discontinuant students. These two factors are: (a) course or program beyond student expectation, and (b), disappointment of the quality of instruction.

**"Course/Program Content Not Expected" as a Major Factor for Withdrawing from the Training Programs**

In the 1985-1986 survey year, forty-three percent of the discontinuants indicated that they discontinued their studies with the College because the course content was not what they had expected. The number of discontinuants holding the same opinion rose to 52 percent in the 1986-1987 survey year, then dropped to 42 percent in the 1987-1988 survey year, and finally went down to 32 percent in the 1988-1989 survey year. However, in the 1989-1990 survey year, the proportion of discontinuants feeling disappointed with course content increased to 52 percent, becoming one of the two major factors identified by the students as affecting their decision to drop out of the occupational training programs in the 1989-1990 survey year. This high disappointment rate indicates that students did not have sufficient information about their programs before registration. Perhaps more appropriate counselling should be provided to reduce student attrition rate due to unexpected course/program content.

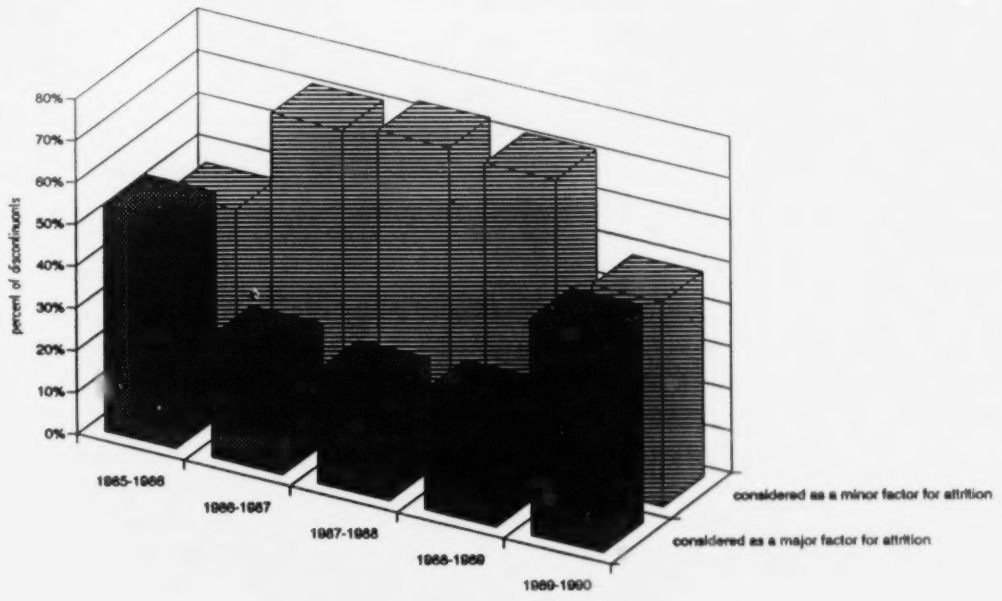
**Chart 22: Course/Program not as Expected, a Factor for Dropping out of Training Programs**



**Quality of Instruction as a Factor Affecting Student Attrition**

The other factor identified by the 1989-1990 discontinuants as a major reason for withdrawing from the College is the quality of instruction. In the 1985-1986 survey year, about 54 percent of the dropouts admitted that their decision to terminate their studies at the College was due to the poor teaching quality. In the following three years, the portion of discontinuants holding the same opinion fell to 28 percent. In the 1989-1990 follow-survey, however, proportionally more discontinuants felt disappointed by the instruction quality. As much as 52 percent of the discontinuants singled out the quality of instruction as a major reason for terminating their training at the College. Chart 23 shows the trend in the last five years.

**Chart 23: Disappointment with the Quality of Instruction, a Factor Affecting Student Attrition**




More than eighty percent of the 1989-1990 discontinuants no longer considered six of the nineteen factors listed in the survey qeustionnaire as major reasons for their decision to leave the College. These six factors are: (a) family obligation, (b) sponsorship problems, (c) course/program not challenging, (d) transportation, (e) class schedule, and (f) transferring to another institution. While it is encouraging to see that these six factors are no longer major reasons for students' decision to discontinue their training programs, it does not necessarily mean that these factors do not pose problems to the students any more. The implication is that, in comparison with other factors, these six factors are less influential for the withdrawal decision. For an overall view of the nineteen factors and the trends in the last five years, please see Table 1 on the following page.

Table 1

# Factors for Student Attrition - Occupational Programs
## 1991 Discontinuant Outcomes Report

| Factors | 1985-1986 N | 1985-1986 Major Factor | 1985-1986 Minor Factor | 1986-1987 N | 1986-1987 Major Factor | 1986-1987 Minor Factor | 1987-1988 N | 1987-1988 Major Factor | 1987-1988 Minor Factor | 1988-1989 N | 1988-1989 Major Factor | 1988-1989 Minor Factor | 1989-1990 N | 1989-1990 Major Factor | 1989-1990 Minor Factor |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Learned all I wanted to learn at this time | 70 | 58.6% | 41.4% | 133 | 45.9% | 54.1% | 113 | 49.6% | 50.4% | 116 | 44.8% | 55.2% | 67 | 40.3% | 59.7% |
| Found employment | 114 | 74.6% | 25.4% | 139 | 48.9% | 51.1% | 101 | 52.5% | 47.5% | 98 | 39.8% | 60.2% | 62 | 35.5% | 64.5% |
| Lacked adequate finances | 125 | 60.8% | 39.2% | 129 | 47.3% | 52.7% | 97 | 58.8% | 41.2% | 99 | 30.3% | 69.7% | 59 | 44.1% | 55.9% |
| Family obligations | 91 | 63.7% | 36.3% | 125 | 37.6% | 62.4% | 95 | 45.3% | 54.7% | 91 | 23.1% | 76.9% | 55 | 14.5% | 85.5% |
| Employment opportunities for graduates seemed poor | 57 | 33.3% | 66.7% | 97 | 17.5% | 82.5% | 73 | 24.7% | 75.3% | 86 | 12.8% | 87.2% | 59 | 37.3% | 62.7% |
| Found course/program too difficult | 82 | 41.5% | 58.5% | 113 | 38.1% | 61.9% | 94 | 39.4% | 60.6% | 93 | 21.5% | 78.5% | 57 | 28.1% | 71.9% |
| Course/program was not challenging | 48 | 33.3% | 66.7% | 98 | 16.3% | 83.7% | 76 | 19.7% | 80.3% | 83 | 9.6% | 90.4% | 56 | 14.3% | 85.7% |
| Wanted to take a course/program not offered at your institution | 49 | 57.1% | 42.9% | 102 | 34.3% | 65.7% | 83 | 32.5% | 67.5% | 88 | 21.6% | 78.4% | 57 | 24.6% | 75.4% |
| Course/program not what I expected | 83 | 43.4% | 56.6% | 114 | 51.8% | 48.2% | 93 | 41.9% | 58.1% | 101 | 31.7% | 68.3% | 67 | 52.2% | 47.8% |
| Change of personal career goals | 77 | 55.8% | 44.2% | 105 | 39.0% | 61.0% | 91 | 37.4% | 62.6% | 89 | 29.2% | 70.8% | 64 | 42.2% | 57.8% |
| Sponsorship problems | 47 | 66.0% | 34.0% | 94 | 14.9% | 85.1% | 66 | 22.7% | 77.3% | 79 | 8.9% | 91.1% | 55 | 14.5% | 85.5% |
| Health related program | 67 | 70.1% | 29.9% | 114 | 38.6% | 61.4% | 90 | 34.4% | 65.6% | 93 | 25.8% | 74.2% | 64 | 21.9% | 78.1% |
| Conflict between demands of job and college | 48 | 58.3% | 41.7% | 118 | 39.0% | 61.0% | 83 | 30.1% | 69.9% | 92 | 35.9% | 64.1% | 56 | 23.2% | 76.8% |
| Had completed course requirements for graduation | 41 | 63.4% | 36.6% | 108 | 41.7% | 57.8% | 80 | 30.0% | 70.0% | 58 | 41.4% | 58.6% | 64 | 32.8% | 67.2% |
| Difficulty in obtaining transportation to your institution | 32 | 28.1% | 71.9% | 90 | 6.7% | 93.3% | 72 | 8.3% | 91.7% | 81 | 9.9% | 90.1% | 54 | 9.3% | 90.7% |
| Couldn't obtain adequate course/program counselling | 37 | 56.8% | 43.2% | 95 | 20.0% | 80.0% | 69 | 14.5% | 85.5% | 75 | 10.7% | 89.3% | 55 | 12.7% | 87.3% |
| Disappointed with the quality of instruction | 87 | 54.0% | 46.0% | 104 | 28.8% | 71.2% | 82 | 26.8% | 73.2% | 88 | 28.4% | 71.6% | 66 | 51.5% | 48.5% |
| Experienced class scheduling problems | 32 | 28.1% | 71.9% | 100 | 17.0% | 83.0% | 76 | 23.7% | 76.3% | 76 | 17.1% | 82.9% | 55 | 12.7% | 87.3% |
| Transferring to another educational institution | 35 | 70.6% | 29.4% | 96 | 26.0% | 74.0% | 73 | 17.8% | 82.2% | 95 | 31.6% | 68.4% | 56 | 17.9% | 82.1% |

Note: N = Number of Respondents.

**Program Specific Responses**

When the Discontinuant Follow-up Questionnaire was developed, thirteen questions were designed to solicit information about specific programs from discontinuants. These questions covered instruction quality, course content, classroom facilities and program related practice. The information solicited by these questions may be used for program evaluation and curriculum development as well as course planning and decision making. Unfortunately, because it takes extra time to answer these questions, respondents often neglected these questions and left them unanswered. As a result, the number of respondents who chose to answer these questions was small. Due to the small number of respondents who answered these questions, it was difficult, if not impossible, to arrive at meaningful findings by each and every program. To overcome the problem of small numbers of respondents, the responses to the thirteen program-specific questions in the last five years were aggregated and analyzed. To achieve reliable results, the responses were analyzed with respect to the six major program areas the College offers for occupational training. Although the findings provided in such a way are still not specific enough to evaluate the performance of individual programs, they allow us to examine the College's occupational training at a relatively detailed level. In the following sections, each of the six major program areas are examined with regard to the responses solicited by the thirteen survey questions.

**Business and Office Programs**

The following 1985-1990 programs fall into the category of business and office programs:

311902 CC INSTRUCTOR TRAINING
318101 CC WORD PROCESSING
318103 CC WORD PROCESSING-ADVANCED
318104 CC WORD PROCESSING-BASIC
318105 CC WORD PROCESSING
321103 CC ACCOUNTING
321104 CC BOOKKEEPING
321108 CC INFORMATION PROCESSING
321110 CC SECRETARY
321111 CC ADMINISTRATIVE CLERK
321112 CC INFORMATION PROCESSING
321114 CC SECRETARY
321115 CC BOOKKEEPER DATA CLERK
321116 CC ACCOUNTING
321117 CC JR ACCOUNTANT
321118 CC BUSINESS ED PREPARATION
321119 CC MICRO COMPUTERS IN ACCOUNTING
321120 CC ACCOUNTING CLERK
321121 CC SECRETARY
321201 CC TRAFFIC, CUSTOMS & TRANSPORT. CLERK
322203 CC LEGAL SECRETARY
323101 CC MEDICAL OFFICE ASSISTANT
323106 CC MEDICAL WORD PROCESSING
323203 CC DENTAL RECEPTIONIST
325101 CC COMPUTER PROGRAMMER
325201 CC MARKETING MICRO TECH.
342401 CC TRAVEL AGENT JR.
342402 CC TRAVEL AGENT
614401 CC OFFICE CORE SKILLS
3100 LAN BUSINESS ADMINISTRATION
3102 LAN BUSINESS, FINANCE & INVESTMENT MGT
3105 LAN PACIFIC RIM
3107 LAN PACIFIC RIM
3108 LAN INTERNATIONAL BUSINESS
3120 LAN ACCOUNTING (DIPLOMA)
3121 LAN COMPUTER INFO SYS (DIP)
3132 LAN SMALL BUSINESS DEVELOPMENT
3140 LAN COMPUTER INFOR SYS (DIPLOMA)
3150 LAN FINANCE & INVESTMENT
3153 LAN REALTY APPRAISAL (DIPLOMA)
3161 LAN MARKETING & SALES
3172 LAN GENERAL INSURANCE
3515 LAN COMPUTER SYS TECHNOLOGIST
4442 LAN RECREATION FACILITIES MGT (DIP)
13140 LAN DATA PROCESSING (CO-OP)
13153 LAN REALTY APPRAISAL (CERT. EVENING)
23120 LAN ACCOUTING (CO-OP)

Generally speaking, respondents had positive opinions of the College's business and office programs. However, the findings suggest that there are a few aspects in the business and office programs that need improvement. Specifically, the survey results show: that (a) more practical experience is needed, that (b) instructors should make themselves more available to the students, that (c) more open class discussion is desired, that (d) program related training equipment should be more available, that (e) more study space is needed, and that (f) more opportunities for visit to work situations in the community should be arranged. Detailed results are displayed in Charts 24 through 36.

**Chart 24: Opinion on the length of business and office programs (1985-1990 discontinuants, N = 284)**

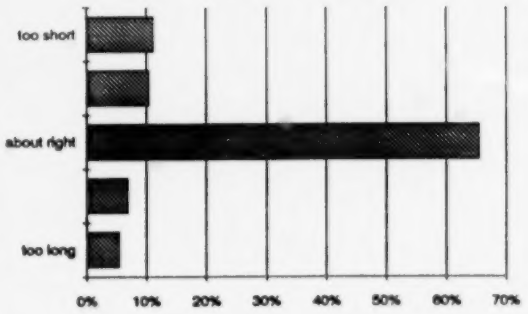



**Chart 25: Opinion on the organization of business and office programs (1985-1990 discontinuants, N = 281)**

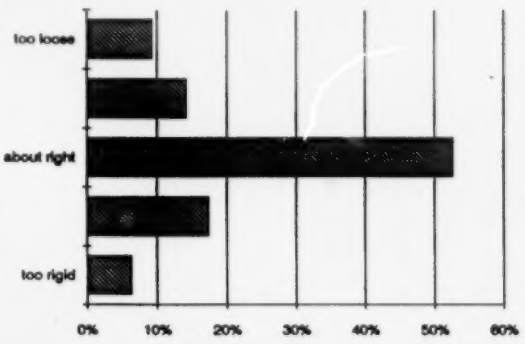



**Chart 26: Opinion on the amount of theory in business and office programs (1985-1990 discontinuants, N = 279)**

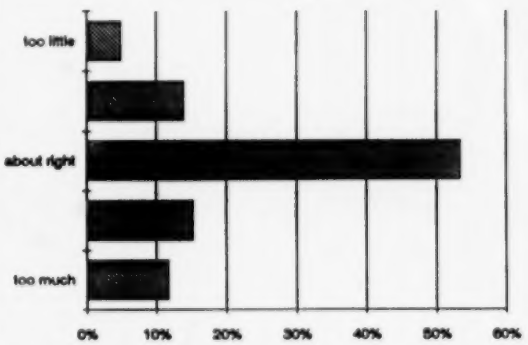



**Chart 27: Opinion on the practical experience in business and office programs (1985-1990 discontinuants, N = 277)**

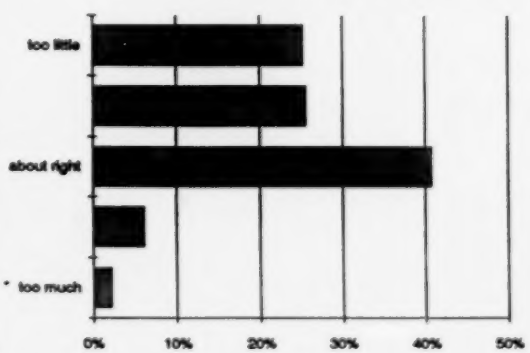



**Chart 28: Opinion on instructor availability of business and office programs (1985-1990 discontinuants, N = 281)**

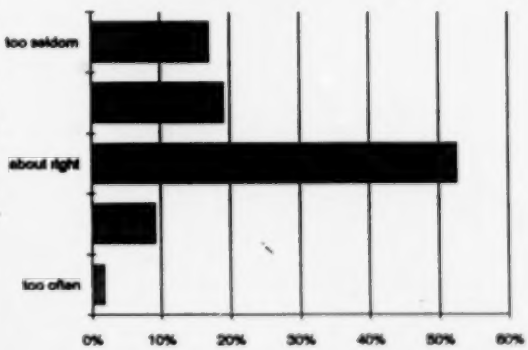


**Chart 29: Opinion on the equipment used in business and office programs (1985-1990 discontinuants, N = 276)**

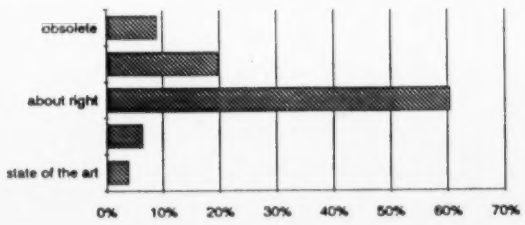



**Chart 30: Opinion on the degree of difficulty of business and office programs (1985-1990 discontinuants, N = 279)**

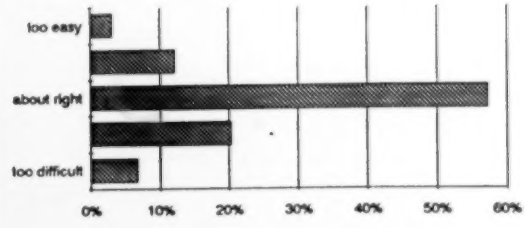



**Chart 31: Opinion on open class discussion in business and office programs (1985-1990 discontinuants, N = 279)**

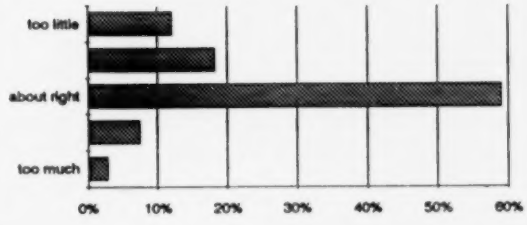



**Chart 32: Opinion on equipment availability in business and office programs (1985-1990 discontinuants, N = 275)**

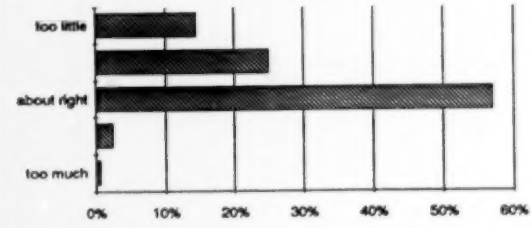



**Chart 33: Opinion on the study space of business and office programs (1985-1990 discontinuants, N = 277)**

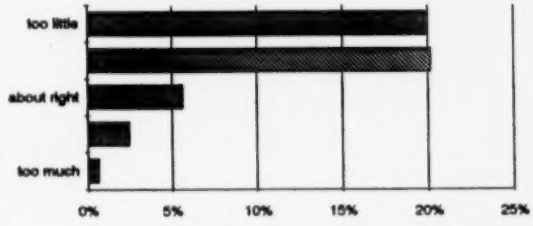



**Chart 34: Opinion on the course content of business and office programs (1985-1990 discontinuants, N = 278)**

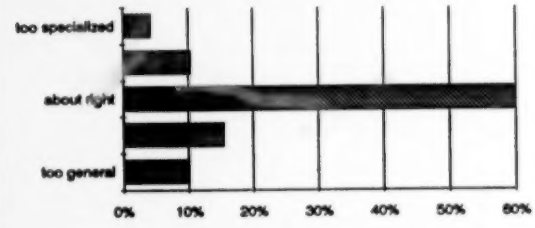



**Chart 35: Opinion on the amount of work required by business and office programs (1985-1990 discontinuants, N = 279)**

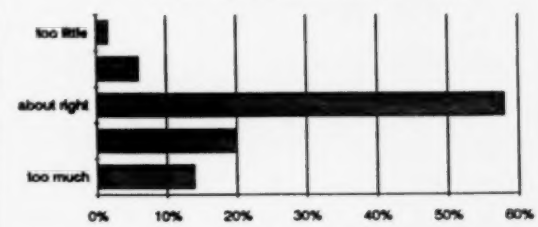
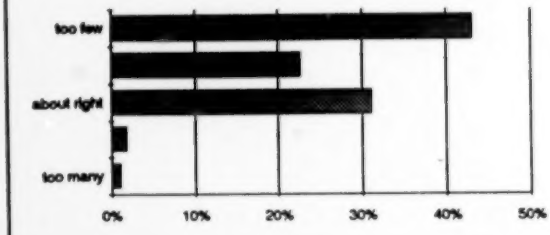



**Chart 36: Opinion on the opportunities to visit work situations in the community (1985-1990 discontinuants, N = 269)**



**Fine and Performing Arts Programs**

Discontinuants from the following 1985-1990 fine and performing arts programs responded the thirteen program specific survey questions:

517102 CC JEWELLERY ART
517101 CC JEWELLERY ART & DESIGN
512401 KEC MUSIC
5124 KEC MUSIC
5125 KEC P-T MUSIC
512201 KEC THEATRE ARTS-INDIAN CENTRE
5190 LAN ART & SCIENCE (COMMERCE)
5180 LAN ART IN MERCHANDISING
5110 LAN FINE ARTS
5121 LAN THEATRE ARTS
5122 LAN THEATRE ARTS PRODUCTION OPT.
15121 LAN THEATRE ARTS-PRODUCTION OPT.

Perhaps because students from fine and performing arts tended to move to other places after graduation for employment or further education without forwarding addresses, it is usually difficult to follow them with survey questionnaire. Consequently, fewer survey questionnaires were returned. As a result, the opinions of those who chose to answer the program specific questions may or may not represent those of the total population of discontinuants from fine and performing arts programs.

From the responses we received, discontinuants from fine and performing arts programs were dissatisfied with the amount of practical experience they had in their programs. They suggested that more practical training should be incorporated in the College's fine and performing arts programs.

The survey findings indicated that the discontinuants were not happy with the equipment used in their classes. They held the opinion that the equipment used in the College's fine and performing arts programs was not up-to-date and needed upgrading. They also felt that there was not enough equipment available to students.

Like the discontinuants from business and office programs, the discontinuant students from fine and performing arts programs wished there could have been more study space. Unfortunately, insufficient study space is a common problem not only at VCC, but also virtually at every educational institution in the province. With the ever increasing student enrolment, all post-secondary educational institutions face the increasing demand for more study space.

The discontinuants also suggested that more visits to work situations in the community should be organized for students in fine and performing arts programs. For a detailed view of the responses to the thirteen program-specific questions, please see Charts 37 through 48.

## FINE AND PERFORMING ARTS PROGRAMS

### Feedback from Discontinuants (1985-1990)

**Chart 37: Opinion on the length of fine and performing arts programs (1985-1990 *discontinuants, N = 69)***

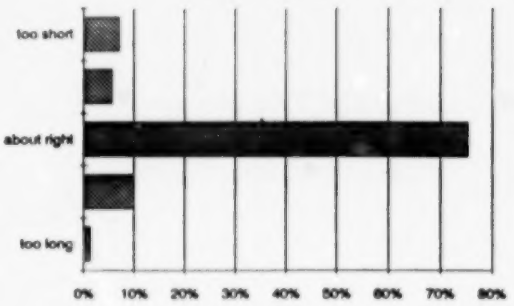



**Chart 38: Opinion on the organization of fine and performing arts programs (1985-1990 discontinuants, N = 70)**

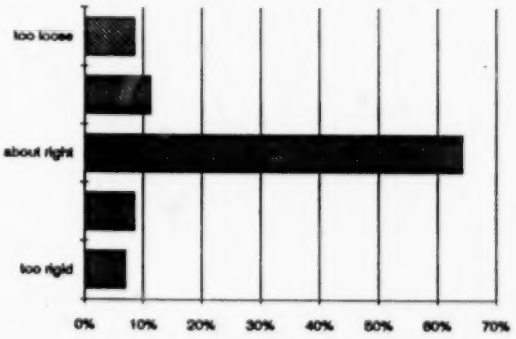



**Chart 39: Opinion on the amount of theory in fine and performing arts programs (1985-1990 discontinuants, N = 70)**

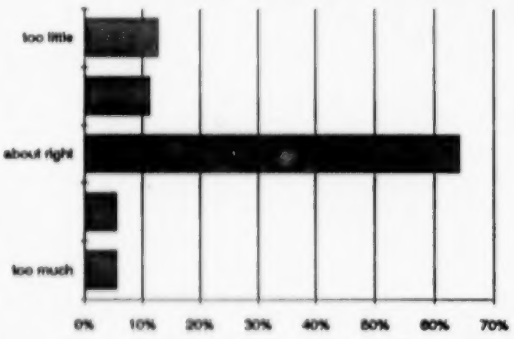



**Chart 40: Opinion on the amount of practice in fine and performing arts programs (1985-1990 discontinuants, N = 69)**

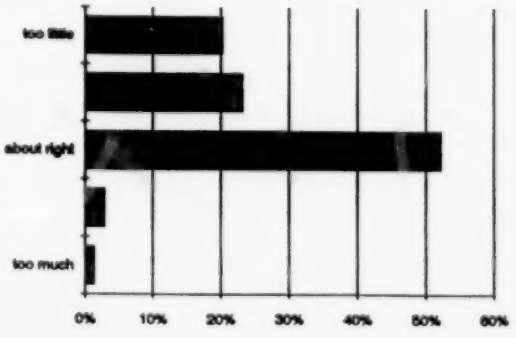



**Chart 41: Opinion on instructor availability of fine and performing arts programs (1985-1990 discontinuants, N = 70)**

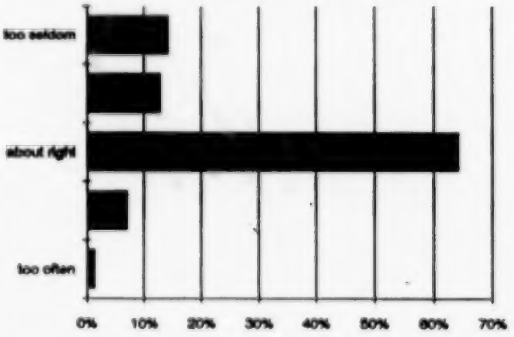


**Chart 42: Opinion on the equipment used in fine and performing arts programs (1985-1990 discontinuants, N = 69)**

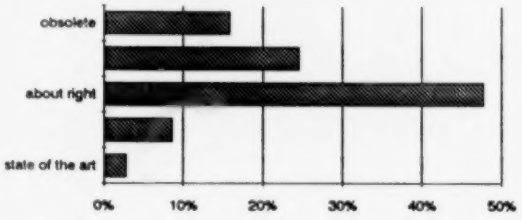



**Chart 43: Opinion on the degree of difficulty in fine and performing arts programs (1985-1990 discontinuants, N = 69)**

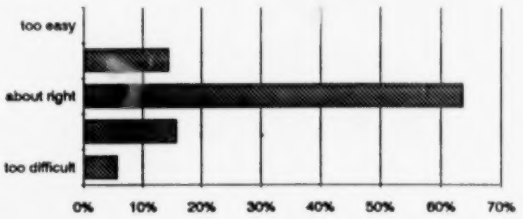



**Chart 44: Opinion on open class discussion in fine and performing arts programs (1985-1990 discontinuants, N = 69)**

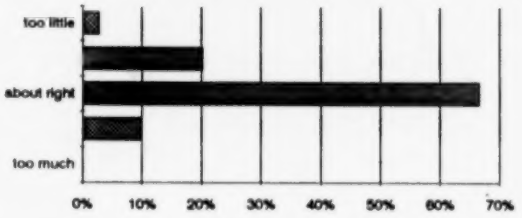



**Chart 45: Opinion on the equipment availability in fine and performing arts programs (1985-1990 discontinuants, N = 70)**

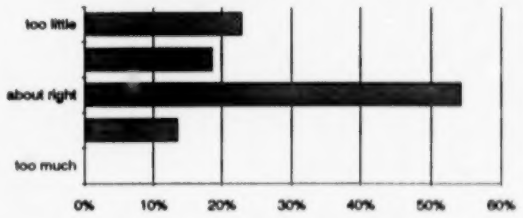



**Chart 46: Opinion on the study space in fine and performing arts programs (1985-1990 discontinuants, N = 69)**

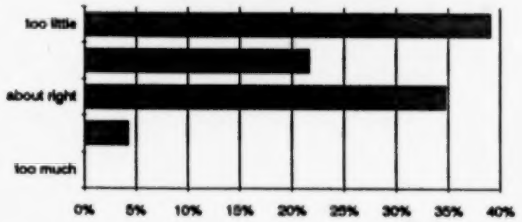



**Chart 47: Opinion on the course content of fine and performing arts programs (1985-1990 discontinuants, N = 68)**

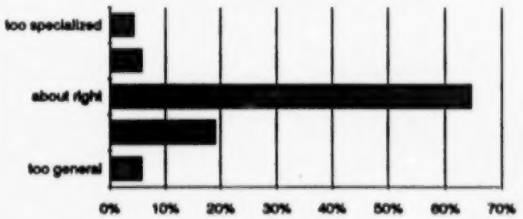



**Chart 48: Opinion on the amount of work required by fine and performing arts programs (1985-1990 discontinuants, N = 67)**

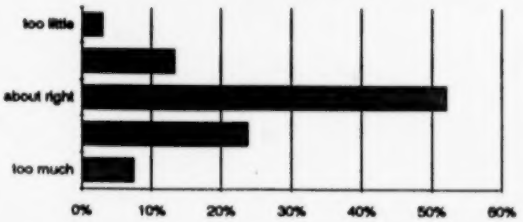
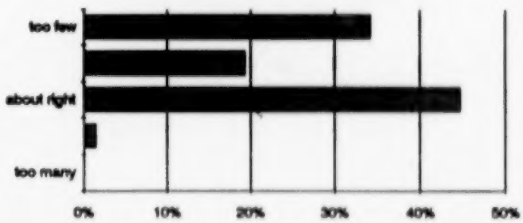



**Chart 49: Opinion on the opportunities of visit to work situations in the community (1985-1990 discontinuants, N = 67)**



**Health Related Programs**

Discontinuants from the following 1985-1990 health-related programs responded to the thirteen program-specific questions:

426002 CC ACTIVITY AIDE
426003 CC ADULT DAY CARE WORKER
323105 CC ALLIED HEALTH CLERK
421504 CC CARE OF MENTALLY FRAGILE
429001 CC CONTINUING CARE ATTENDANT
424201 CC DENTAL ASSISTING
424202 CC DENTAL ASSISTING UPGRADE
432301 CC DENTAL HYGIENE
432501 CC DENTAL MECHANIC
432406 CC DENTAL TECH
432405 CC DENTAL TECHNICIAN 3 YEAR COOP
432504 CC DENTURIST
428001 CC HOME SUPPORT AIDE
323201 CC HOSPITAL UNIT ASSIST
421503 CC L-TERM CARE AIDE UPGRADE
421507 CC MEDICAL LAB ASSISTANT
421501 CC NURSING AIDE .
421402 CC NURSING ORDERLY
323204 CC NURSING UNIT CLERK
421404 CC PRACTICAL NURSING
421401 CC PRACTICAL NURSING - REFRESHER
421403 CC PRACTICAL NURSING UPGRADE
4341 KEC PHARMACY
434101 KEC PHARMACY TECH. ASSISTANT
4242 LAN NURSING
14210 LAN NURSING (ADVANCED PLACEMENT)

Unlike most discontinuants from other occupational programs at the College who usually believed that their programs were too long, discontinuants from health-related programs wished that programs could have been longer. While it is difficult to determine from the survey data if program length is a major factor for student attribution, about thirty percent of the discontinuants, who responded to the survey, held the opinion that their programs were too short. Based on the these responses, it is recommended that the length of health-related programs at the College should be reviewed.

Instructor availability was another weak point identified by the discontinuants from health-related programs. Nearly half of the respondents believed that their instructors were seldom readily available in the classrooms when students needed them.

The respondents also complained about the shortage of study space in health-related programs. Nearly forty percent of them believed that more study space was needed in their programs.

Equipment availability was a problem, too. Almost one-third of the respondents indicated that they were not able to obtain equipment for class assigned exercises.

About half of the respondents also believed that the amount of work required in their programs was too much. Given the fact that very few respondents from health-related programs considered their program as too difficult, it is difficult to determine if it is true that the workload for students in health-related programs was too much. Nevertheless, it would be worthwhile examining the workload for students in health-related programs.

For a detailed view of the responses, please see Charts 50 through 62.

## HEALTH-RELATED PROGRAMS

### Feedback from Discontinuants (1985-1990)

**Chart 50: Opinion on the length of health-related programs (1985-1990 discontinuants, N = 87)**

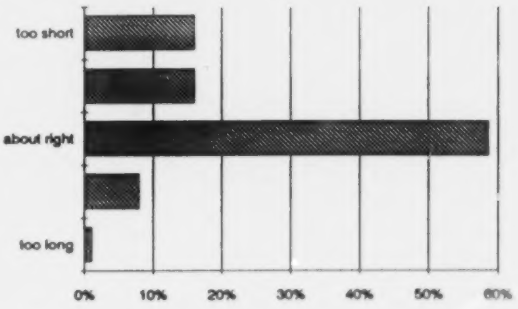



**Chart 51: Opinion on the organization of health-related programs (1985-1990 discontinuants, N = 84)**

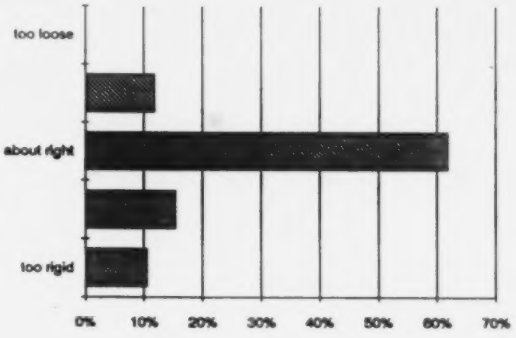



**Chart 52: Opinion on the amount of theory in health-related programs (1985-1990 discontinuants, N = 87)**

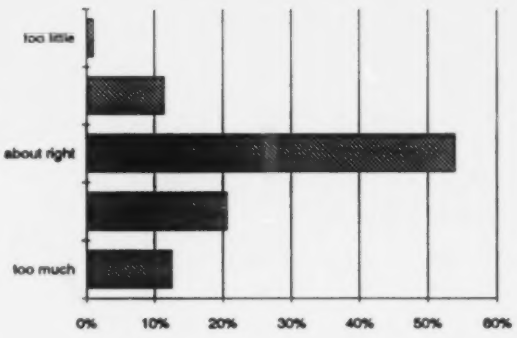



**Chart 53: Opinion on the amount of practice in health-related programs (1985-1990 discontinuants, N = 85)**

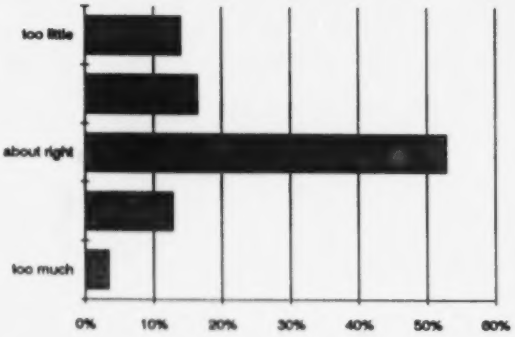



**Chart 54: Opinion on instructor availability in health-related programs (1985-1990 discontinuants, N = 85)**

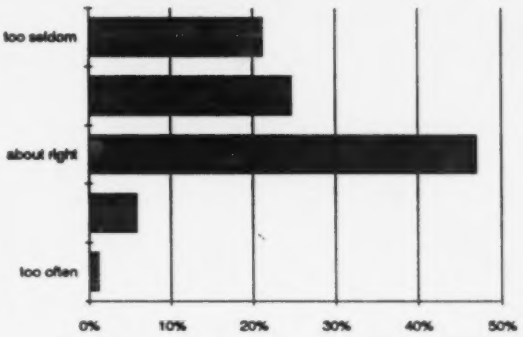


**Chart 55: Opinion on the equipment used in health-related programs (1985-1990 discontinuants, N = 81)**

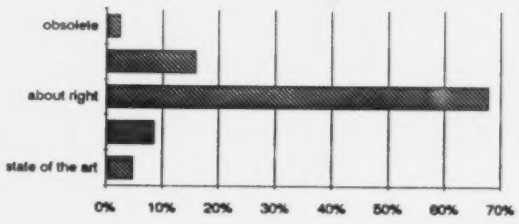



**Chart 56: Opinion on the degree of difficulty in health-related programs (1985-1990 discontinuants, N = 86)**

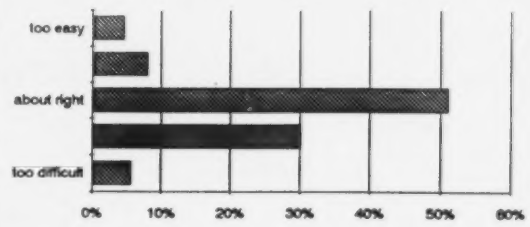



**Chart 57: Opinion on the amount of open class discussion in health-related programs (1985-1990 discontinuants, N = 82)**

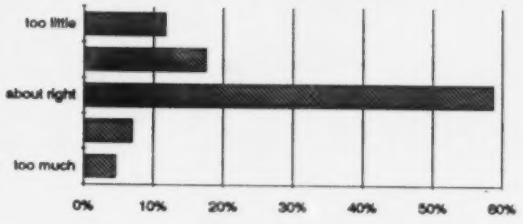



**Chart 58: Opinion on equipment availability in health-related programs (1985-1990 discontinuants, N = 83)**

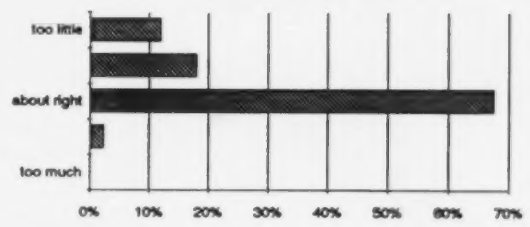



**Chart 59: Opinion on the study space in health-related programs (1985-1990 discontinuants, N = 82)**

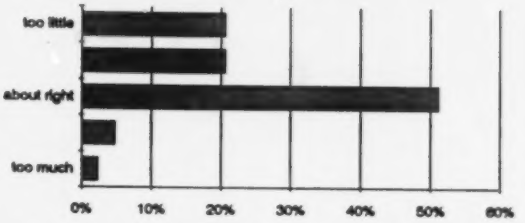



**Chart 60: Opinion on the course content in health-related programs (1985-1990 discontinuants, N = 85)**

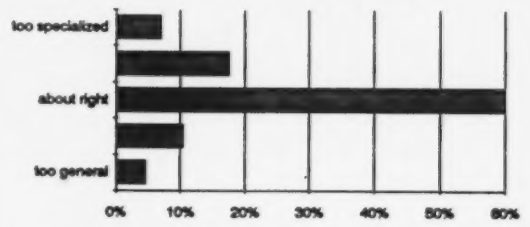



**Chart 61: Opinion on the amount of work required in health-related programs (1985-1990 discontinuants, N = 86)**

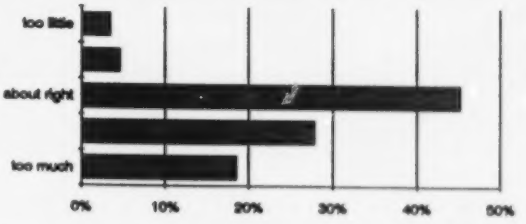
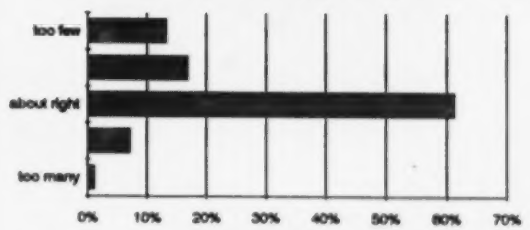



**Chart 62: Opinion on the opportunities to visit work situations in the community (1985-1990 discontinuants, N = 83)**



**Industrial Programs**

The findings presented in this section are based on the survey responses from the discontinuants in the following industrial programs:

212127 CC CADD (AUTOCAD)
212124 CC CADD TECHNOLOGY (COMPUTER AIDE)
212218 CC COMPUTER AIDED DRAFTING UPGRADE
351401 CC COMPUTER GRAPHICS TECHNICIAN
212121 CC DRAFTING ARCHITECTURAL CIVIL STRUCTURAL CAD
212122 CC DRAFTING ARCHITECTURAL MECHANICAL CAD
212123 CC DRAFTING ARCHITECTURAL STEEL DETAILING CAD
212116 CC DRAFTING-STRUCTURAL STEEL
225108 CC ELECTRICAL UPGRADE
225111 CC ELECTRICITY & INDUSTRIAL ELECTRICIAN
225104 CC ELECTRICITY - BASIC
225105 CC ELECTRICITY-INDUSTRIAL ELECTRO.
346208 CC ELECTROLYSIS
223004 CC ELECTRONIC TECHNICIAN COMPUTER OPT.
222105 CC ELECTRONIC TECHNICIAN CONSUMER OPT.
222104 CC ELECTRONIC TECHNICIAN TELECOM OPT.
222001 CC ELECTRONICS BASIC ELECT TECH.
222102 CC ELECTRONICS TECHNICIAN
242106 CC MACHINIST-ADVANCED 85.86 ONLY
242105 CC MACHINIST-BASIC 85.86 ONLY
334101 CC PRINTING PRODUCTION
232101 KEC AUTO COLLISION REPAIR TECH.
232110 KEC AUTO DETAILER
255501 KEC AUTO GLASS INSTALLER
232204 KEC AUTO MECHANICS (BRAKES)
232201 KEC AUTO MECHANICS (COMPLETER)
232202 KEC AUTO MECHANICS (ENGINE)
232203 KEC AUTO MECHANICS (TRANSMISSION)
232205 KEC AUTO MECHANICS (TUNE-UP)
232102 KEC AUTO PAINTING & REFINISHING
232211 KEC AUTO PROPANE
232210 KEC COMMERCIAL VEHICLE INSPECTION
232301 KEC DIESEL ENGINE
2001 KEC M.T.A. MECHANICAL TRADES ACCESS
2000 KEC TRAC MECHANICAL TRADES ACCESS
200002 KEC TRAC-A.S.E.
200001 KEC TRAC-M.T.A.

Half of the discontinuants from the College's industrial programs identified instructor availability as a problem. They indicated that their instructors were seldom found when they needed them. From the responses, it seems that instructors in industrial programs should be encouraged to spend more time with their students and be more willing to assist students with class assignments.

Discontinuants from industrial programs also believed that more open class discussion should have been arranged. It is therefore suggested that industrial programs be reviewed with the emphasis on examining if appropriate amount of open class discussion has been incorporated in the programs.

Regarding the equipment used in the industrial programs, most discontinuants believed that their equipment was up-to- date. However, they pointed out that there was not enough equipment for student use.

In terms of course content, the discontinuants believed what they had learned was too general. They wished that their course content could have been more specific to centre on the subject they were learning.

Last but not the least, the majority of the discontinuants from industrial programs judged the opportunity to visit work situations in the community to be far too few. They hoped that more contact with work situations in the community could be established. Detailed findings are shown in Charts 63-75.

## INDUSTRIAL PROGRAMS

### Feedback from Discontinuants (1985-1990)

**Chart 63: Opinion on the length of industrial programs (1985-1990 discontinuants, N = 69)**

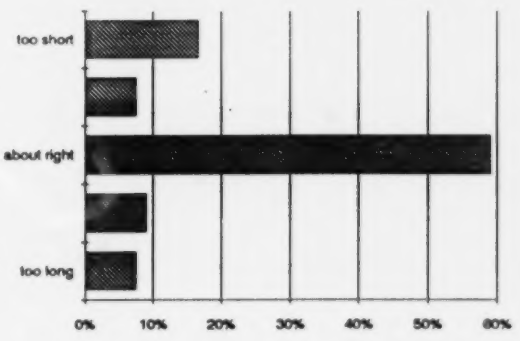



**Chart 64: Opinion on the organization of industrial programs (1985-1990 discontinuants, N = 69)**

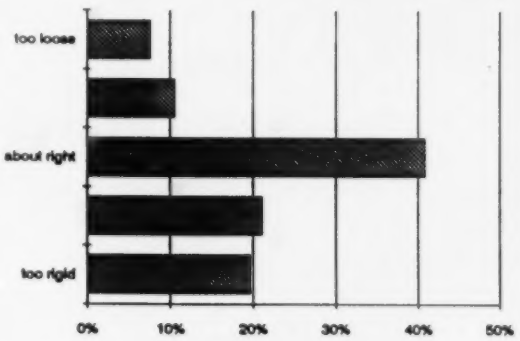



**Chart 65: Opinion on the amount of theory in industrial programs (1985-1990 discontinuants, N = 69)**

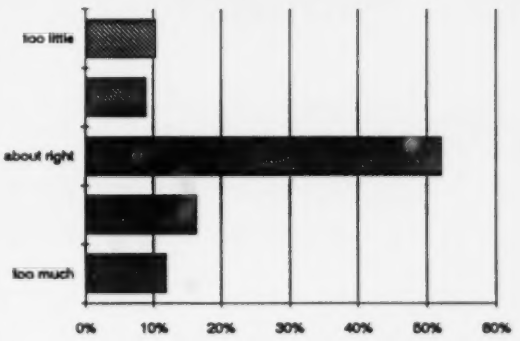



**Chart 66: Opinion on the practical experience in industrial programs (1985-1990 discontinuants, N = 69)**

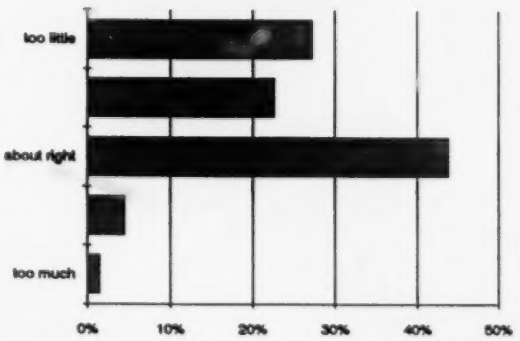



**Chart 67: Opinion on instructor availability in industrial programs (1985-1990 discontinuants, N = 68)**

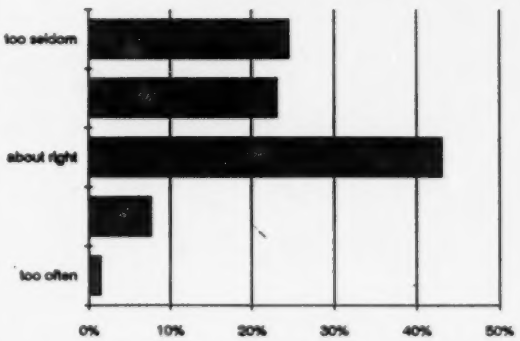


**Chart 68: Opinion on the equipment used in industrial programs (1985-1990 discontinuants, N = 68)**

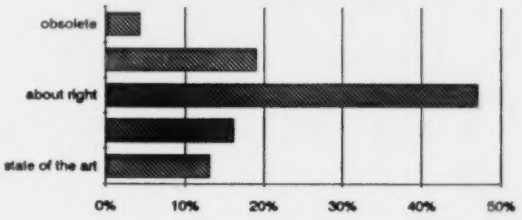



**Chart 69: Opinion on the degree of difficulty in industrial programs (1985-1990 discontinuants, N = 67)**

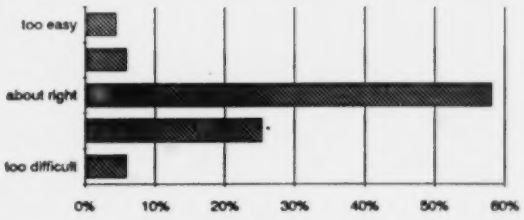



**Chart 70: Opinion on the amount of open class discussion in industrial programs (1985-1990 discontinuants, N = 69)**

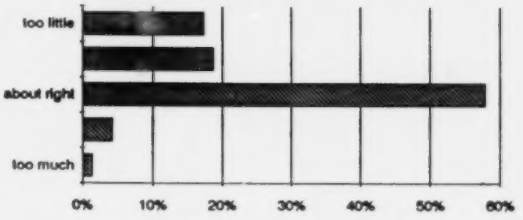



**Chart 71: Opinion on equipment availability in industrial programs (1985-1990 discontinuants, N = 68)**

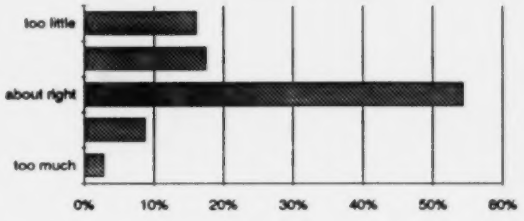



**Chart 72: Opinion on study space in industrial programs (1985-1990 discontinuants, N = 67)**

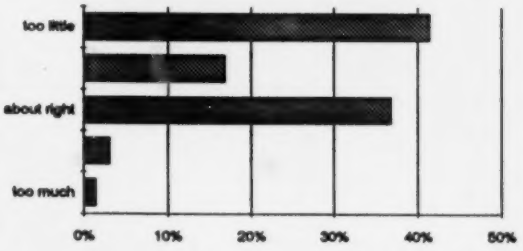



**Chart 73: Opinion on the course content of industrial programs (1985-1990 discontinuants, N = 67)**

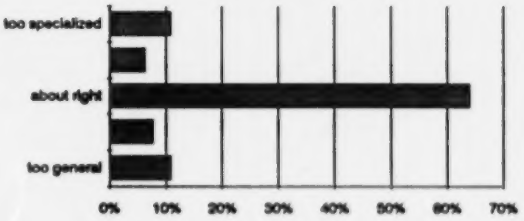



**Chart 74: Opinion on the amount of work required in industrial programs (1985-1990 discontinuants, N = 67)**

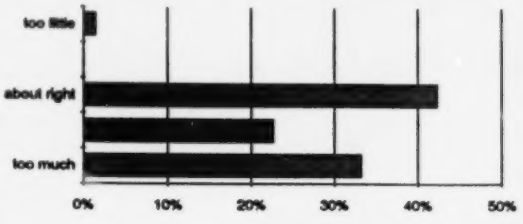
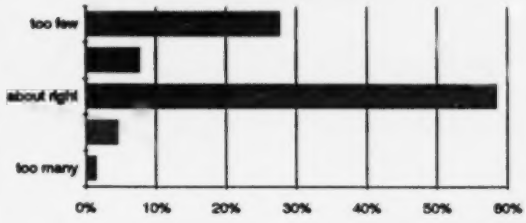



**Chart 75: Opinion on opportunities to visit work situations in the community (1985-1990 discontinuants, N = 64)**



**Legal, Social, and Educational Programs**

This section presents the findings based on the responses from discontinuants in the following 1985-1990 programs:

426004 CC ADULT DAY CARE
429002 CC CARE ATTENDANT
426001 CC CARE OF THE MENTALLY FRAGILE
614301 CC F-T VOC. ORIENTATION: HEARING IMPAIRED
614302 CC F-T VOC. ORIENTATION: HEARING IMPAIRED
428002 CC HOME SUPPORT AIDE UPGRADE
411501 CC LEGAL ASSISTANT
225121 CC SECURITY ALARM INSTALLER
411801 CC SECURITY OFFICER
411891 CC SECURITY TRAINING
414102 KEC F-T ESL INSTITUTIONAL AIDE
414101 KEC F-T INSTITUTIONAL AIDE
4280 KEC HOME SUPPORT AIDE
4142 KEC INSTITUTIONAL AIDE
441309 KEC SIGN LANGUAGE
441308 KEC SIGN LANGUAGE
441307 KEC SIGN LANGUAGE
441304 KEC SIGN LANGUAGE
441360 KEC SIGN LANGUAGE
441301 KEC SIGN LANGUAGE 200
441302 KEC SIGN LANGUAGE INTERPRETER
441303 KEC SIGN LANGUAGE INTERPRETER 400
441305 KEC SING LANGUAGE
3243 LAN COURT REPORTER
4111 LAN CRIMINAL JUSTICE
4411 LAN EARLY CHILDHOOD ED
4414 LAN EARLY CHILDHOOD ED POST BASIC CERT.
4431 LAN LIBRARY TECHNICIAN
4441 LAN RECREATION LEADERSHIP (DIP)
4141 LAN SOCIAL SERVICES WORKER
14413 LAN SPECIAL ED ASSISTANT
4413 LAN SPECIAL ED ASSISTANT

The first question raised by the discontinuants from social, legal, and educational programs was the amount of practical experience offered in their programs. Half of the respondents held the opinion that the amount of practical experience in their programs was too little. As most of the legal, social and educational jobs are particularly practice oriented, experience plays an equal important role as theory. Without necessary experience, the theory learned in the classroom has little practical use. It is therefore recommended that the amount of practical experience in these programs be examined.

Instructor availability was another weak point brought up by the discontinuants. Nearly half of the discontinuants had the impression that their instructors were seldom available when needed. It seems that instructors in these programs should be encouraged to make more contact with their students.

Regarding the equipment used in the programs, the discontinuants not only believed that they were taught with out-of-date equipment, but also found it very difficult to obtain equipment for class assignments.

Like most discontinuants in other occupational programs, discontinuant students in legal, social and educational programs were dissatisfied with the amount of open class discussion. In their opinion, the amount of open class discussion in their programs was far too little. On the other hand, the respondents thought that the amount of work required in their programs was too much. They wished that more opportunities had had been arranged to visit work situations in the community.

For a visual examination of the findings, please see Charts 76 through 88 on the following two pages.

## LEGAL, SOCIAL AND EDUCATIONAL PROGRAMS

### Feedback from Discontinuants (1985-1990)

**Chart 76: Opinion on the length of legal, social and educational programs (1985-1990 discontinuants, N = 66)**

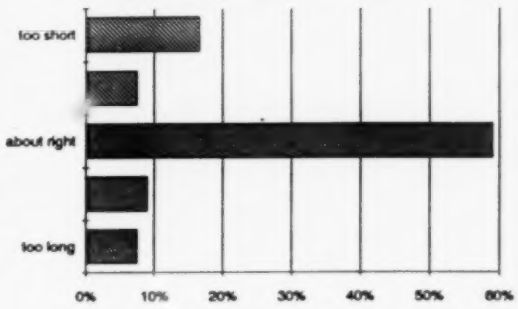



**Chart 77: Opinion on the course organization of legal, social and educational programs (1985-1990 discontinuants, N = 66)**

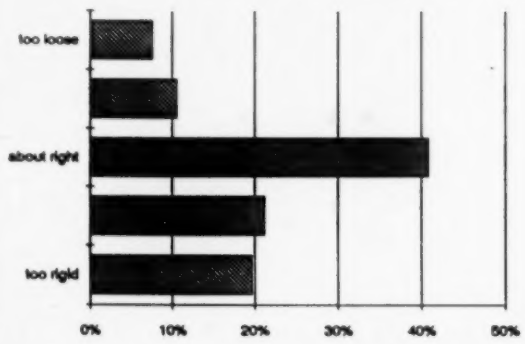



**Chart 78: Opinion on the amount of theory in legal, social and educational programs (1985-1990 discontinuants, N = 67)**

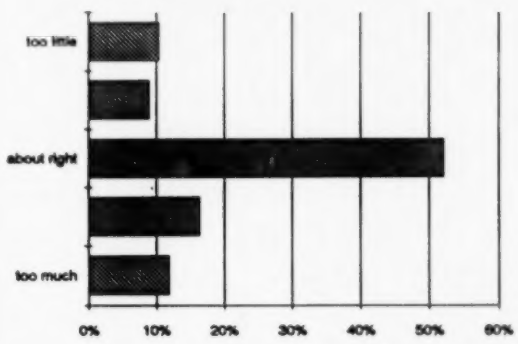



**Chart 79: Opinion on the amount of practical experience in legal, social and educational programs (1985-1990 discontinuants, N = 66)**

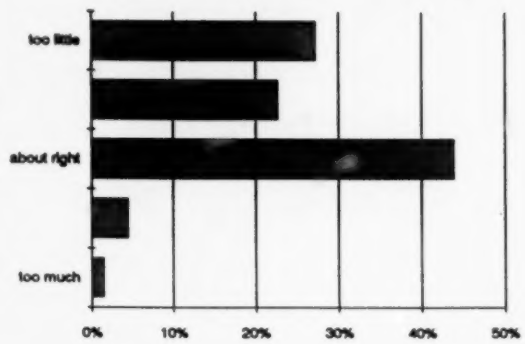



**Chart 80: Opinion on instructor availability in legal, social and educational programs (1985-1990 discontinuants, N = 65)**

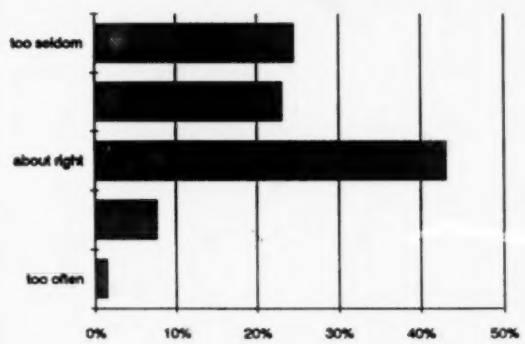


**Chart 81: Opinion on the equipment used in legal, social and educational programs (1985-1990 discontinuants, N = 60)**

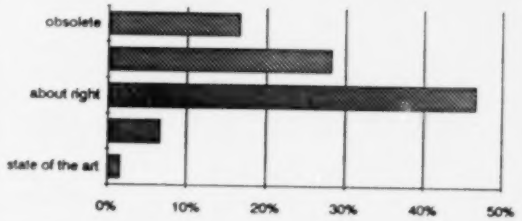



**Chart 82: Opinion on course difficulty in legal, social and educational programs (1985-1990 discontinuants, N = 65)**

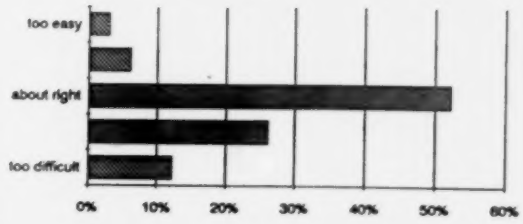



**Chart 83: Opinion on the amount of open class discussion in legal, social and educational programs (1985-1990 discontinuants, N = 64)**

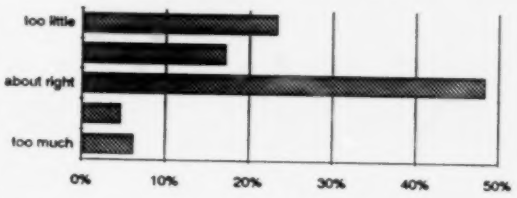



**Chart 84: Opinion on equipment availability availability in legal, social and educational programs (1985-1990 discontinuants, N = 62)**

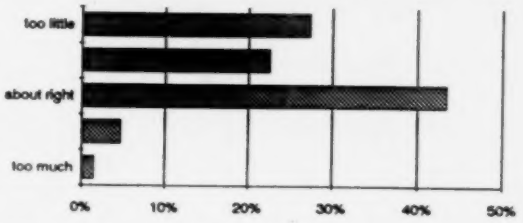



**Chart 85: Opinion on study space in legal, social and educational programs (1985-1990 discontinuants, N = 65)**

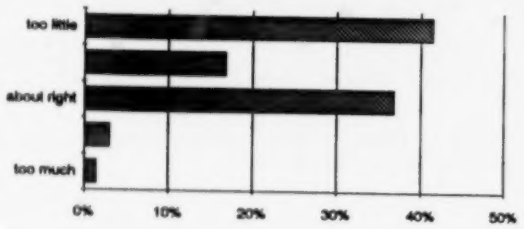



**Chart 86: Opinion on course content in legal, social and educational programs (1985-1990 discontinuants, N = 64)**

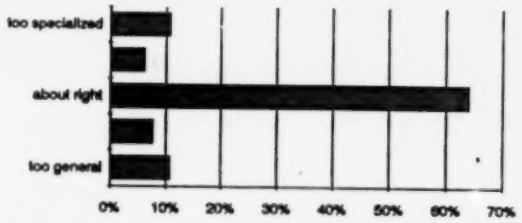



**Chart 87: Opinion on the amount of work required in legal, social and educational programs (1985-1990 discontinuants, N = 66)**

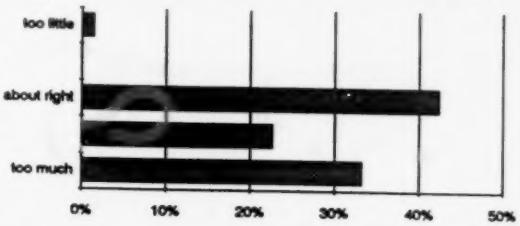
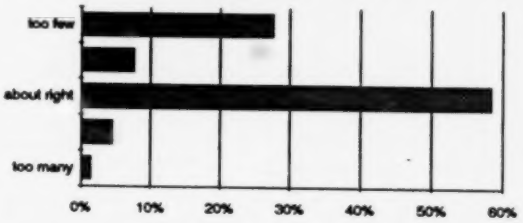



**Chart 88: Opinion on the opportunities to visit work situation in the community (1985-1990 discontinuants, N = 65)**



**Services Programs**

The findings presented on this and the next two pages are based on the responses from discontinuants from the following programs:

344404 CC BAKING & PASTRY
344403 CC BAKING & PASTRY UPGRADE
344401 CC BAKING - INDUSTRY
344402 CC BAKING OPT
344405 CC BAKING PROGRAM
344406 CC BAKING PROGRAM
348102 CC BUILDING SERVICE WORKER
348101 CC BUILDING SERVICE WORKER SPECIAL NEEDS
344207 CC CHARCULTERIE (DELICATESSEN)
344303 CC COOK TRAINING
344203 CC COOKING CORE AND SHORT ORDER
344205 CC COOKING-BANQUET & A LA CARTE
344204 CC COOKING-INSTITUTIONAL & CAMP
342503 CC DINING ROOM & LOUNGE SERVICE
342504 CC DINING ROOM & LOUNGE SUPERVISION
342510 CC DINING ROOM & LOUNGE-BASIC
346213 CC ESTHETICS
342508 CC FOOD & BEVERAGE MGT
344211 CC FOOD PRE PROGRAM
344213 CC FOOD PRE PROGRAM
344304 CC FOOD PRE PROGRAM
344209 CC FOOD PREPARATION PROGRAM
342509 CC FOOD PROGRAM
336201 CC HAIRDRESSING
336203 CC HAIRDRESSING APPRENTICESHIP
336205 CC HAIRDRESSING APPRENTICESHIP
346209 CC HAIRSTYLING TECHNICIAN
212126 CC HERITAGE BLDG. RESTORATION
346101 CC MENs HAIRSTYLING
348401 CC POWER SEWING PRODUCTION
344210 CC RETAIL MEAT PROCESSING
348501 CC SHOE REPAIR
348502 CC SHOE REPAIR-UNLISTED
346206 CC SKIN CARE (ESTHETICS)
3441 LAN FOOD SERVICES TECH

Of all the discontinuants who responded to the survey, the discontinuants from services programs had the fewest complaints about their programs. They seemed to be satisfied with most of the key aspects of their programs. The only two problems they experienced were equipment availability and study space. They reported that there was not enough equipment for student use and that the study

space was too crowded. Please see Charts 89 through 101 for detailed findings.

## SERVICES PROGRAMS (1985-1990)

### Feedback from Discontinuants

**Chart 89: Opinion on the length of services programs (1985-1990 discontinuants, N = 102)**

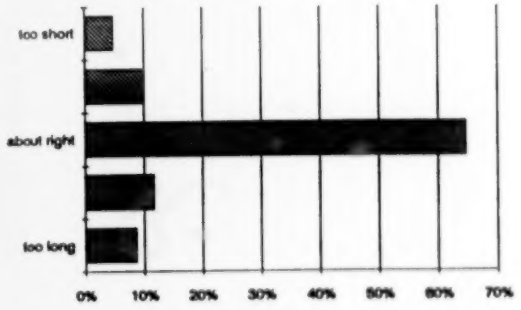



**Chart 90: Opinion on the organization of services programs (1985-1990 discontinuants, N = 101)**

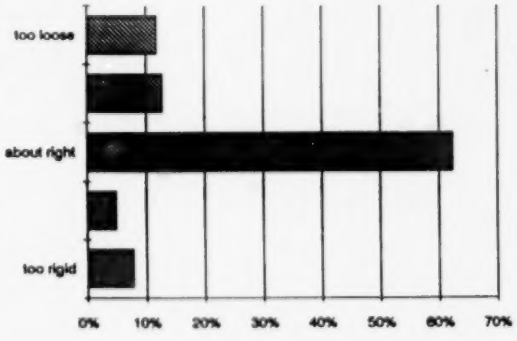



**Chart 91: Opinion on the amount of theory in services programs (1985-1990 discontinuants, N = 103)**

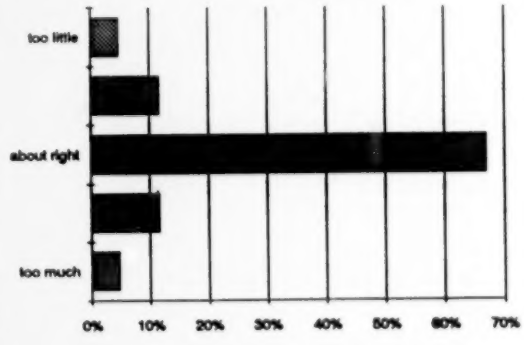



**Chart 92: Opinion on the amount of practical experience in services programs (1985-1990 discontinuants, N = 101)**

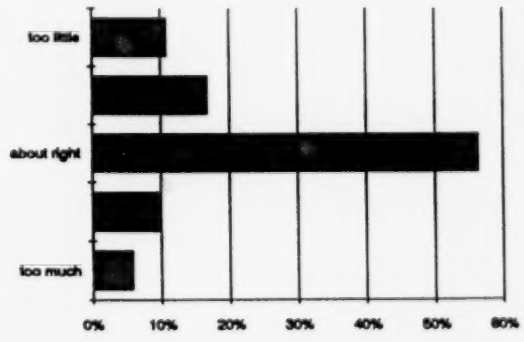



**Chart 93: Opinion on instructor availability in services programs (1985-1990 discontinuants, N = 106)**

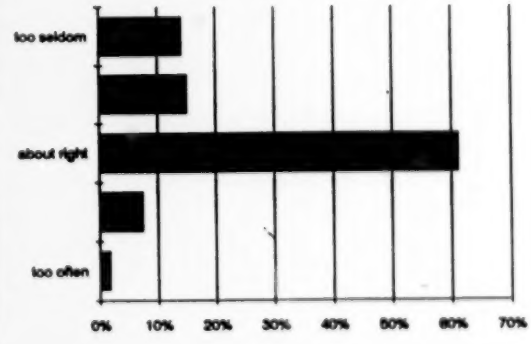


**Chart 94: Opinion on the equipment used in services programs (1985-1990 discontinuants, N = 100)**

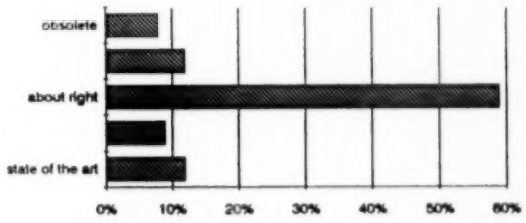



**Chart 95: Opinion on the degree of course difficulty in services programs (1985-1990 discontinuants, N = 100)**

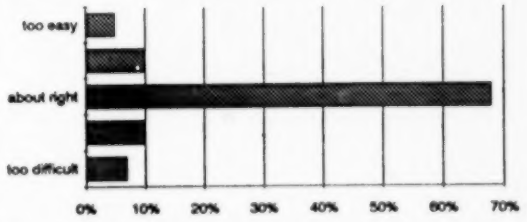



**Chart 96: Opinion on the amount of open class discussion in services programs (1985-1990 discontinuants, N = 102)**

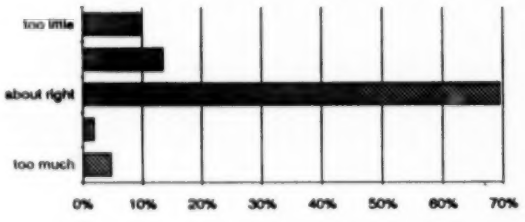



**Chart 97: Opinion on equipment availability in services programs (1985-1990 discontinuants, N = 100)**

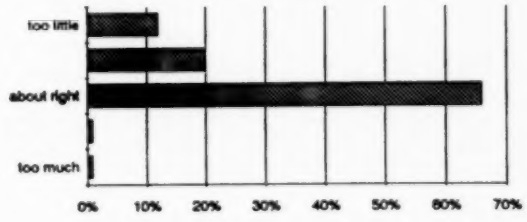



**Chart 98: Opinion on study space in services programs (1985-1990 discontinuants, N = 101)**

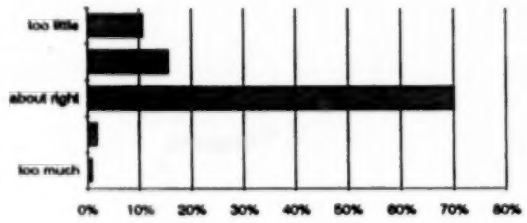



**Chart 99: Opinion on course content in services programs (1985-1990 discontinuants, N = 102)**

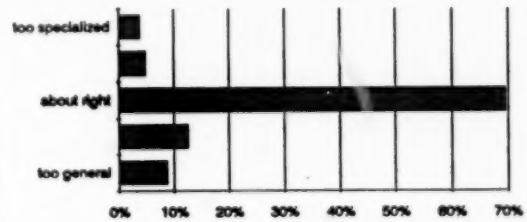



**Chart 100: Opinion on the amount of work required in services programs (1985-1990 discontinuants, N = 103)**

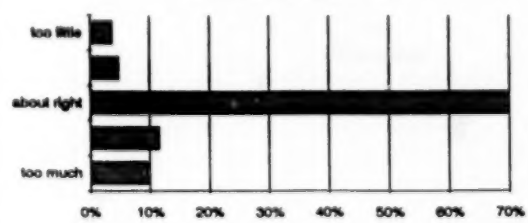
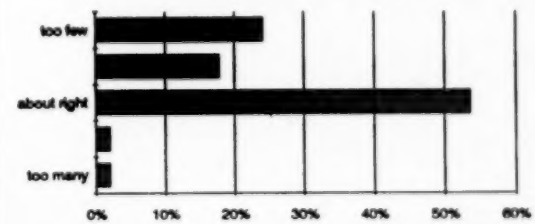



**Chart 101: Opinion on opportunities to visit work situations in the community (1985-1990 discontinuants, N = 95)**



## Retention Rate

In an effort to assist administrators, faculty and staff in evaluating the programs of their concern, the retention rates of individual programs were examined. To minimize the technical complexity in data presentation, only one recent course/section was selected from each program and examined. In situations where more than one course/section was recently offered under the same program code, the course/section that had the largest enrollment was selected so as to take a reliable sample. Because the data submitted by Langara Campus did not contain the information needed for computing retention rates, occupational programs offered at Langara Campus were excluded from the following presentation.

Detailed retention rates were presented in Table 2 on the next two pages. The first column lists program codes used internally by the registration offices and departments of the City Centre and King Edward Campus. The reason that the internal programs codes were used as program identifications in lieu of PDC's was that most faculty members, including department heads, identify their programs by internal program codes rather than PDC's. Hence, the employment of internal program codes in the table would make it easy for faculty members to identify the programs of their interest.

The second column identifies the campus on which the program were offered; the third column provides the names of the programs. In the fourth and fifth columns, the number of enrollment and start date of each course/section were given. Due to the limited space, the start dates were presented with numeric labels. Thus, "8909" stands for "August of 1989", "8910" for "October of 1989", and so on. The next twelve columns display the number of dropouts by month. When a course/section lasted shorter than twelve months and took less space than that provided in Table 2, the unused columns were not applicable to that course/section and hence were marked with "n/a (not applicable)". It was hoped that by examining the number of dropouts in each month the administrators, faculty and staff would be able to see when students were most likely to withdraw from their programs, thereby planning remedial strategies.

The last two columns present retention rates with both number and percentage. The capital letter "N" indicates the number of students who completed the course/section, whereas the sign "%" represents the percentage of retention.

Generally speaking, the retention rates shown in Table 2 are high, as compared with those reported in the research literature on student retention. However, as mentioned in the beginning of this report, student retention rate is, among other things, a function of program length. The shorter the program lasts, the higher the retention rate. Since most of the College's occupational programs are shorter than those studied and reported by retention researchers, retention rates shown in Table 2 tend to be higher than the reported norm. The reader should therefore be aware of the relationship between program length and retention rate when interpreting the results in Table 2.

# Table 2: Retention Rate by Programs (1989-1990, KEC and City Centre Only)

| Program Code | Campus | Description | Number of Enrollment | Start Date y/m | Number of Dropouts by Month: 1st month | 2nd month | 3rd month | 4th month | 5th month | 6th month | 7th month | 8th month | 9th month | 10th month | 11th month | 12th month | Retention N | Retention % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 212121 | CC | DRAFTING ARCHITECTURAL CIVIL STRUCTURAL & CAD | 20 | 8909 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 75.0% |
| 212123 | CC | DRAFTING ARCHITECTURAL STEEL DETAILING & CAD | 18 | 8909 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 83.3% |
| 222001 | CC | ELECTRONICS - BASIC-ELECT.TECH. | 47 | 8908 | 4 | 4 | 4 | 0 | 1 | 0 | 0 | 1 | n/a | n/a | n/a | n/a | 33 | 70.2% |
| 222104 | CC | ELECTRONIC TECHNICIAN (TELECOM. OPTION) | 15 | 8908 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | n/a | n/a | n/a | n/a | 13 | 86.7% |
| 222105 | CC | ELECTRONIC TECHNICIAN (CONSUMER OPTION) | 13 | 8908 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | 12 | 92.3% |
| 223004 | CC | ELECTRONIC TECHNICIAN (COMPUTER OPTION) | 16 | 8906 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | 15 | 93.8% |
| 318105 | CC | WORD PROCESSING | 49 | 8910 | 2 | 1 | 3 | 2 | 0 | 1 | 0 | 0 | 1 | 9 | n/a | n/a | 30 | 61.2% |
| 321118 | CC | BUSINESS EDUCATION PREPARATION | 36 | 8910 | 1 | 2 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 33 | 91.7% |
| 321119 | CC | MICRO COMPUTERS IN ACCOUNTING | 16 | 8910 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 100.0% |
| 321120 | CC | ACCOUNTING | 36 | 8910 | 3 | 0 | 0 | 3 | 0 | 8 | 0 | 0 | 0 | 8 | 0 | 0 | 19 | 52.8% |
| 321121 | CC | SECRETARY | 39 | 8910 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5 | n/a | n/a | 31 | 79.5% |
| 321201 | CC | TRAFFIC, CUSTOMS AND TRANSPORTATION CLERK | 22 | 8909 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | 20 | 90.9% |
| 322203 | CC | LEGAL SECRETARY | 19 | 8907 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19 | 100.0% |
| 323101 | CC | MEDICAL OFFICE ASSISTANT | 35 | 8910 | 3 | 1 | 2 | 0 | 1 | 1 | 0 | 0 | 1 | 2 | n/a | n/a | 24 | 68.6% |
| 323106 | CC | MEDICAL WORD PROCESSING TRANSC | 15 | 8910 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | n/a | n/a | 13 | 86.7% |
| 323203 | CC | DENTAL RECEPTIONIST | 18 | 8908 | 0 | 3 | 0 | 2 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 13 | 72.2% |
| 323204 | CC | NURSING UNIT CLERK | 20 | 8910 | 0 | 0 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19 | 95.0% |
| 334101 | CC | PRINTING PRODUCTION | 27 | 8910 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 21 | 77.8% |
| 342402 | CC | TRAVEL AGENT | 24 | 8908 | 1 | 1 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 21 | 87.5% |
| 342508 | CC | FOOD & BEVERAGE MANAGEMENT | 28 | 8909 | 2 | 1 | 4 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 4 | 13 | 46.4% |
| 344203 | CC | COOKING - CORE AND SHORT ORDER | 37 | 8908 | 3 | 4 | 0 | 1 | 1 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 28 | 75.7% |
| 344204 | CC | COOKING - INSTITUTIONAL & CAMP | 25 | 9001 | 0 | 0 | 0 | 0 | 0 | 3 | n/a | n/a | n/a | n/a | n/a | n/a | 22 | 88.0% |
| 344205 | CC | COOKING - BANQUET & A LA CARTE | 18 | 8910 | 0 | 0 | 0 | 1 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17 | 94.4% |
| 344209 | CC | FOOD PREPARATION | 31 | 9002 | 1 | 4 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 1 | n/a | n/a | 20 | 64.5% |
| 344210 | CC | RETAIL MEAT PROCESSING | 27 | 8908 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | n/a | n/a | n/a | n/a | 24 | 88.9% |
| 344303 | CC | COOK TRAINING - CHINESE CUISINE | 17 | 9001 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | 15 | 88.2% |
| 344304 | CC | JANPANESE CUISINE | 16 | 8909 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | n/a | n/a | 11 | 68.8% |
| 344403 | CC | BAKING & PASTRY | 12 | 8909 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 5 | 41.7% |

Table 2 (continued)

| Program Code | Campus | Description | Number of Enrollment | Start Date y/m | Number of Dropouts by Month 1st month | 2nd month | 3rd month | 4th month | 5th month | 6th month | 7th month | 8th month | 9th month | 10th month | 11th month | 12th month | Retention N | Retention % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 346209 | CC | HAIRSTYLING TECHNICIAN | 38 | 8908 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 4 | 26 | 68.4% |
| 346213 | CC | ESTHETICS | 15 | 8909 | 0 | 0 | 2 | 2 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | 10 | 66.7% |
| 348101 | CC | BUILDING SERVICE WORKER | 31 | 8910 | 0 | 1 | 0 | 3 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | 27 | 87.1% |
| 421401 | CC | PRACTICAL NURSING | 31 | 8909 | 3 | 2 | 2 | 2 | 3 | 0 | 1 | 0 | 0 | 1 | n/a | n/a | 17 | 54.8% |
| 421404 | CC | PRACTICAL NURSING REFRESHER | 11 | 8910 | 1 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 10 | 90.9% |
| 421501 | CC | NURSING AIDE | 36 | 8908 | 1 | 4 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30 | 83.3% |
| 421503 | CC | LONG TERM CARE AIDE UPGRADE | 19 | 8907 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 19 | 100.0% |
| 424201 | CC | DENTAL ASSISTING | 41 | 8908 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | 38 | 92.7% |
| 426004 | CC | ADULT CARE | 25 | 8907 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 25 | 100.0% |
| **Sub-total (City Centre)** | | | 943 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 739 | 78.4% |
| 232101 | KEC | AUTOMOTIVE COLLISION REPAIR TECHNICIAN | 14 | 8909 | 0 | 2 | 1 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | 11 | 78.6% |
| 232202 | KEC | AUTO MECHANICS (ENGINE) | 14 | 8908 | 0 | 1 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 13 | 92.9% |
| 232203 | KEC | AUTO MECHANICS (TRANSMISSION) | 12 | 8908 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 12 | 100.0% |
| 232204 | KEC | AUTO MECHANICS (BRAKES) | 13 | 8910 | 0 | 0 | 1 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 12 | 92.3% |
| 232205 | KEC | AUTO MECHANICS (TUNE-UP) | 14 | 8910 | 0 | 0 | 1 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 13 | 92.9% |
| 232301 | KEC | DIESEL TECHNICIAN | 14 | 8910 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13 | 92.9% |
| 255501 | KEC | AUTO GLASS INSTALLER | 9 | 8910 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9 | 100.0% |
| 414101 | KEC | FULL TIME INSTITUTIONAL AIDE | 19 | 8909 | 0 | 3 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 84.2% |
| 414102 | KEC | FULL TIME ESL INSTITUTIONAL AIDE | 17 | 8910 | 0 | 1 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 94.1% |
| 434101 | KEC | PHARMACY TECHNICAL ASSISTANT PROGRAM | 23 | 8909 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | 23 | 100.0% |
| 441301 | KEC | SIGN LANGUAGE | 66 | 8909 | 5 | 1 | 1 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 59 | 89.4% |
| 441302 | KEC | SIGN LANGUAGE | 17 | 8909 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 94.1% |
| 441307 | KEC | SIGN LANG. INTERPRETER | 14 | 8909 | 0 | 0 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14 | 100.0% |
| 441308 | KEC | SIGN LANGUAGE INTERPRETER 400 | 17 | 8909 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n/a | n/a | 15 | 88.2% |
| 441309 | KEC | SIGN LANGUAGE 200 | 19 | 8909 | 2 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17 | 89.5% |
| 512401 | KEC | MUSIC | 110 | 8909 | 4 | 1 | 0 | 0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 105 | 95.5% |
| **Sub-total (KEC)** | | | 392 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 364 | 92.9% |
| **Grand Total (CC & KEC)** | | | 1335 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1103 | 82.6% |

## Conclusion

As stated in the beginning of this report, the purpose of this follow-up survey was to identify the factors that have, in one way or another, influenced former students' decision to withdraw from the College's occupational programs. Designed as such, the current study focused on the feedback from discontinuant students who, because of having dropped out of the occupational programs, were most likely to point out the weak points of their programs rather than the positive side of the programs. Consequently, some of the findings of this study may not sound as pleasant as those in the Post-Graduation Activity Report or the 1991 Graduate Follow-up Outcomes Report in which the survey responses from the College's graduates were examined. However, the findings of this report are essential for program review and curriculum development. With this approach in mind, we have explored for factors that had possibly contributed to student attrition.

Among the variables reported as key factors for student attrition in earlier studies, the discontinuant students identified two of them as affecting their decision to withdraw from their training programs at the College. These two factors are:

(1) course or program content was not what the students expected;
(2) instruction quality was not as good as what they expected.

Common problems reported by the discontinuant students across all occupational programs were:

(1) practical experience in their programs was too little;
(2) instructors were not often available in classroom;
(3) equipment used in their programs was not up-to-date;
(4) there was not enough open class discussion;
(5) there was enough equipment around for student use;
(6) study space was not enough;
(7) opportunities to visit work situations in the community were too few.

Based on the findings of this study, it has been recommended that program review be conducted with emphasis on the aspects identified by the discontinuant students. As a final note of the report, the reader should be aware that the findings of this report was based on the responses from the former students who were not randomly selected for the survey. Because of the non-random sampling, there might be significant differences between those who responded to the survey and those who did not respond. Thus, the general limits in non-random sampling surveys equally apply to the findings of this report.

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